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ABSTRACT

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of September, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics include: the reaction of world markets to Russia's Duma rejection of Viktor Chernomyrdin as prime minister, the Dow Jones Industrial Average rebounds after the previous day's huge sell-off, and investigators look for clues behind the crash of Swissair Flight 111 (September 1-4); investigators locate black box from Swissair Flight 111 and Mark McGwire ties record with 61st homerun, political and economic crises create a sense of panic in Russia, the Independent Council delivers its report on the investigation of President Clinton to the House of Representatives, Ken Starr's report hits the Internet (September 8-11); Former Alabama governor George Wallace dies at age 79 and the White House conducts Starr Report-related damage control, historians analyze George Wallace's political life, the public and pundits disagree over the future of the Clinton presidency, Russia faces a continuing financial crisis and political uncertainty, and Washington remains in turmoil as the debate over the President's conduct continues (September 14-18); videotapes of the President's testimony are released, the nationwide political debate over President Clinton's testimony, the race for Germany's chancellor, continued debate over the President's fate, and the full House of Representatives could vote on the question of impeachment hearings in two weeks (September 21-25); Germany's ousting of Helmut Kohl, progress in Mideast peace process, and Israelis and Palestinians reach agreements on territory and terrorism (September 28-30). (AEF)

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Louis C. Pugliese
CNN NEWSROOM Project Director
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FrEdMail	National	619-475-4852
Ingenious	National	800-772-6397
Internet	National	majordomo@tenet.edu "SUBSCRIBE CNN-NEWSROOM"
MCI Mail (FAX)	National	800-388-4128
Arizona EdLink	Arizona	602-542-3083
Big Sky Telegraph	Montana	406-683-7338
CSUNet	California	800-272-8743
FIRN/DOE	Florida	904-487-0911
GC EduNet	Georgia	912-454-2520
IdeaNet/DOE	Indiana	317-232-0808
KET	Kentucky	606-258-7000
Merrimack Educ. Center	Massaxhusetts	508-256-3985
NYCENet	New York	718-461-8756
Ohio Dept. If Education	Ohio	614-466-7000
PennLink/DOE/Teacher Pages	Pennsylvania	717-787-1831
SENDIT Project	North Dakota	701-237-8109
TENET	Texas	512-471-2400
University of Virginia	Virginia	804-924-0615
Virginia PEN	Virginia	804-371-7523

LEARNING LINK PROVIDERS

Georgia Public TV-The Link	Georgia	404-756-2566
KCTS	Washington	206-443-6780
KMOS	Missouri	816-543-8122
KQED	California	415-553-2472
NewJersey Link	New Jersey	609-777-5087
PA Learning onLine	Pennsylvania	717-533-3548
South Carolina Educational TV	South Carolina	803-737-3397
UNC Public Television	North Carolina	919-549-7193
Vermont ETV	Vermont	802-655-4800
Wisconsin Educational Communications Board	Wisconsin	608-264-9688
WCFE	New York	518-563-9774
WCNY	New York	315-453-2424
WHRO	Virginia	804-489-9476
WLRN	Florida	305-995-2254
WMHT	New York	518-356-1700
WNET/Thirteen	New York City	212-560-6675
WSBE	Rhode Island	401-277-3636
WVIZ	Ohio	216-398-2800

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City:

State: Zip:

County:

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Principal's Name:

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Programming

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CNN NEWSROOM WORLDVIEW

September 1, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
CNN NEWSROOM OPEN		**1:10**	1:10
Top Story	Russia's Duma rejects Viktor Chernomyrdin as prime minister; world markets react strongly to the crisis.	3:40	4:50
In the Headlines	STOCK MARKET PLUNGES	1:00	5:50
On the Map	Facts about China	:50	6:40
International Desk	China's "little emperors" learn to play and interact with their peers at summer camps.	2:40	9:20
Interns At Work	Fun in the sun can cause health problems in the future.	3:55	13:15
TOSS TO CNN NEWSROOM WORLDVIEW		**2:30**	15:45
Top of the World	Authorities in South Africa struggle to deal with the nation's gun violence.	4:25	20:10
Did You Know?	El Nino is to blame for Cuba's worst drought in four decades.	2:45	22:55
Inside Russia	An antique auto show in Moscow brings back memories of the days of the Soviet Union.	1:45	24:40
Culture Watch	Wall Street turns to astrology to predict the next major financial trend.	2:40	27:20
CNN NEWSROOM CLOSE		**:40**	28:00

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CNN NEWSROOM

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Russia In Crisis

1. What social and economic factors are contributing to Russia's current political crisis? How is Russia's instability affecting international markets? Why are both Presidents Clinton and Yeltsin in "precarious positions" as the summit begins? What steps might they take to try and correct this situation? How has the transition from communism to capitalism proven difficult for the Russian people? What are the possible reasons for this?

2. Why did the Duma reject Viktor Chernomyrdin as prime minister? Analyze the statement, "familiarity has bred political comtempt." What does this mean? Can you recall other cases in which this has happened? Explain. Why might confirmation prove "disastrous" for Mr. Chernomyrdin? For the country? What ideas has the nominee promoted for financial recovery? Do you think this government deserves a "second chance?" Why or why not? List the possible consequences of continuing economic crisis. Why are some urging President Yeltsin to resign? Project possible scenarios if this were to happen.

3. Divide the class into two groups and direct each to research the current situation in Russia using the websites given below. Ask one group to search for evidence to support the reinstatement of Viktor Chernomyrdin and the maintainence of the current government. Have the second group find reasons to reject Chernomyrdin and call for the resignation of the Yeltsin administration. Hold a mock Duma session and allow groups to present their arguments. Which is more persausive? Why? Follow up with a discussion. Does the evidence support the actions of the Russian Duma?

LINKS:
http://www.cnn.com/WORLD/europe/9808/31/russia.04/
http://cnnfn.com/specials/russia/
http://www.cnn.com/WORLD/europe/9808/30/russia.summit/

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Environment Desk

China Kid Camp

1. What are the positive aspects of camp for Chinese children, other than recreation? Why does China have a "one child only" policy? Is this fair, in your opinion? Why or why not? What are the possible benefits for the children? For parents? For society at large? What are the possible detriments for all the groups listed above? How has this policy affected the workings of Chinese society? How do you think the Chinese children feel at camp? Suggest ways the camp program could be adapted to account for the special needs of "only children."

2. How could parents avoid "spoiling" their children? Do you think the demanding nature of camp activities will help these preteens develop "self esteem and trust?" Why or why not? Is teamwork an important concept for young people to learn? Explain. Suggest ways to teach values and abstract concepts to children. Why do you think parents are willing to sacrifice to send their children to camp? What challenges might these "only children" face as adult community and family members?

3. Have students investigate China's "one child only" policy. Why was it instituted? How is it enforced? Ask each student to write an editorial expressing his or her opinion of the law, citing the rationale behind his/her position. Point out that the policy was recently extended. Follow up with a discussion of the policy and alternative means of population control.

4. Divide the class into small groups and ask each to devise a "camp activity" aimed at instilling an abstract concept such as "teamwork," "trust," "self esteem," "group identification and pride," "patriotism," etc. Allow groups to select the value they will teach, or write selections on small slips of paper and have groups choose them at random. Each group should make a presentation in which they guide the rest of the class through the activity or game. Encourage students to discuss the effectiveness of the activity in accomplishing the desired goal. Why are values hard to "teach" and "learn?"

LINKS:
http://www.asiapages.com.sg/gem/text/emperor.htm
http://www.hhs.se/eijs/anomaly/COneKid.htm

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Special Series

Special Series

Interns At Work: Part 2

1. Why do people desire suntans? Do you believe tanned skin looks "healthy?" Explain. How might it prove unhealthy? What are the major causes of skin cancer? Why do you think cases are multiplying so rapidly, especially in the U.S.? How can teens reduce the risk of skin cancer? What are the differences between melanoma and non-melanoma cancer? Why do you think, with all the information available, many people remain unconcerned? How might health officials increase awareness?

2. Challenge small groups to produce public service announcements or informational posters to alert teens to the dangers of skin cancer and its relationship to sun exposure. Have students use information from the video segment and the websites below to gather information that would have the greatest impact on young people. Help students explore ways to distribute their work to the school population and to the community at large.

LINKS:
http://www.healthgate.com/HealthGate/hic/skin/index.shtml
http://www.lvhhn.org/healthy_you/body/skin/skin_cancer/causes.html
http://www.inet.net/imc/acs/skinny.html

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Editor's Note

TODAY'S NEWS TERMS

Duma **civil unrest** **Dow Jones** **only child**
dermatologist **melanoma** **skin cancer** **CDC**

WORLDVIEW

Our World South Africa Guns

1. Describe some of the "ingenious" weapons that are resulting in injury and death in South Africa. Who are the "soldiers of the streets?" What was their role in the fight for South African democracy? Why do they carry weapons now? How does this illustrate the desparation that is part of life for many South Africans? In your opinion, does desparation justify the actions of those who are using guns to get what they need? State your rationale.

2. Why are guns the topic of many conversations among South Africans? Explain how the cycle of crime is leading to more gun ownership. How is crime "colorblind" in South Africa? What are authorities doing to combat the rising tide of gun violence?

3. Assist students in using the websites below and other resources to study the availability of guns and the random violence that is plaguing South Africa. Have each student locate and choose one program or approach aimed at stopping the violence. Direct each student to research and prepare an evaluation of that program or approach, and present it to the class. Summarize the major points of each in a class discussion. Which programs/approaches appear to offer promise? Why? Can a democratic society control the behavior of those who break the law without infringing on the rights of the law-abiding? Discuss.

LINKS:
http://www.oneworld.org/news/reports/jun97_southafrica.html
http://www.wits.ac.za/wits/csvr/gunfree.htm
http://www.wits.ac.za/wits/csvr/home.htm

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Did You Know?

Cuba El Nino Drought

1. What is the cause of the drought that has devastated crops in Cuba? In what other ways has the drought paralyzed food production? In the video we are told that Cubans already live on little food. Exclusive of the drought, why do you think this is so? How is the United Nations planning to respond to this crisis?

2. While El Nino is responsible for the drought that is crippling Cuba's food supply, the weather phenomenon is having different effects on vegetation, animals, businesses and ecosystems in different parts of the world. Challenge groups of students to each find information on one other location that has been impacted by El Nino and conduct research to learn more about it. Then have each group present a report on El Nino's impact, complete with maps and charts to illustrate student findings.

LINKS:
http://www.fiu.edu/~fcf/cubappeals.html
http://www.ns.doe.ca/weather/elnino.html
http://outside.starwave.com/travelqa/012998/galapagos.html

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Inside Russia

Russia's Exotic Cars

1. Describe what visitors to the Moscow antique car show might see. What kinds of images do these cars evoke for many Russians? How might they make people living in Russia today long for the past?

2. Old cars are always associated with the events that were taking place when they were popular. Ask students to ask family members about older cars they have owned and the memories they associate with them. Do they remember what they were driving during the time of the long lines at gas stations in the early 70s? Do older family members remember how metal bumpers were seldom seen on cars during WWII? (the metal was saved for the war effort). Have students share their conversations with the class. Generate a class discussion about modern history and its ties to the automobile, especially in the U.S. Then challenge each student to choose any car (make, model) from any year and research some of the events that took place about the time that car was manufactured. Have each student use personification to put himself/herself in the place of that car and write "first person" account of the history that car has "seen."

LINKS:
http://www.classiccars.net/history.htm

http://sddt.com/files/librarywire/96wireheadlines/09_96/DN96_09_20/DN96_09_20_fas.html

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Culture Watch

Asia Astrology

1. What is astrology? Where has it been practiced since ancient times? Why are some on Wall Street now turning to this practice? In the video we hear the statement: "Astrology is nothing but a torch. It tells you where the pitfalls are, what to avoid, what to do and when to do it." According to the video, how has astrology been accurate in predicting the behavior of financial markets? If you had this kind of "torch" to follow, would you act on its recommendations? Why or why not?

LINKS:
http://www.utdallas.edu/orgs/ntskeptics/FACTSHTS/astrolog.htm
http://www.dreamscape.com/chiron/articles/astrolog.htm

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Editor's Note

TODAY'S NEWS TERMS

Johannesburg
drought
commando
Politburo
perpetrator
antique
El Nino
astrology

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CNN NEWSROOM WORLDVIEW

September 2, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:20**	1:20
Top Story	The Dow Jones Industrial Average rebounds after the previous day's huge sell-off.	5:35	6:55
In the Headlines	PRES. CLINTON URGES RUSSIANS TO CONTINUE ECONOMIC REFORMS	:55	7:50
Business Desk	The Standard Oil Company was the mega-conglomerate of its day.	2:40	10:30
Interns At Work	An eighth grade class learns about history while preserving it.	4:10	14:40
	TOSS TO CNN NEWSROOM WORLDVIEW	**2:00**	16:40
Top of the World	Former U.S. soldiers return as tourists to discover the changing face of Vietnam.	2:50	19:30
Taking Care of Business	New Toyota boats venture into waters long dominated by U.S. manufacturers.	2:25	21:55
Inside Europe	The rivers of the Swiss Alps offer ideal conditions for whitewater kayaking.	2:45	24:40
Who, What, Where?	Lovely St. Petersburg is the cultural heart of Russia.	2:55	27:35
	CNN NEWSROOM CLOSE	**:25**	28:00

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CNN NEWSROOM

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Top Story

Market Madness

1. What is the Dow Jones Industrial Average? What happened to this average on Monday? How did this change by the close of business on Tuesday? What is said to be behind Monday's sell-off? What emotion may have brought the market back on Tuesday? Why do some investment analysts believe that any rebounding of the market may be short-lived?
2. Explain what a "correction" is in stock market terms. How does a correction often shake the faith of the individual investor? What happens if small investors all react negatively to a correction? Discuss the meaning of this statement from the video, "The key to the future is in how less-seasoned investors ride out the storm."
3. Generate a class discussion about the impact of Russia's economic and political problems on markets worldwide. How does international fear and uncertainty over Russia have an effect on economies around the world? Assist groups of students as they research the international impact of the Russian crisis. Then challenge each group to use its information to create a chart or diagram illustrating how one country's economic problems can have ripple effects across the globe. To what extent would students blame the latest stock market rollercoaster on Russia's problems? Discuss.

LINKS:
http://cnnfn.com/markets/9809/01/marketwrap/
http://cnn.com/US/9809/01/market.circuit.breakers/index.html
http://cnnfn.com/hotstories/economy/9809/01/russia_wrap/

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Business Desk

Oil History

1. Who was John D. Rockefeller? How does the size of the company he founded compare to modern oil companies with which you are familiar? What happened to the Standard Oil Company? Why did the U.S. Justice Department break up Standard Oil? What are some of the modern-day oil companies that once were a part of this huge oil trust?
2. What is a monopoly? How does a monopoly come into existence? Can students think of any companies they would consider monopolies? Are monopolies always bad for the consumer? Why do students think the federal government has agencies specifically charged with protecting consumers from monopolistic businesses?
3. Encourage students to learn more about the "Robber Barons," the industrialists behind the giant corporations in the late 19th and early 20th Centuries. Have each student choose one of these individuals, such as John D. Rockefeller, Andrew Carnegie or J.P. Morgan and present a

formal report on that man's personal life and professional career.

4. Focus student attention on this statement from the video, "Analysts joke that with a string of consolidations that started in the 1980s, the oil industry could wind up putting Humpty Dumpty, a trust as vast as Standard Oil, back together again." Discuss the meaning of this quote and ask students to what extent they believe another vast oil trust could be created. Then have them conduct research to learn more about recent mega-mergers in different fields, such as telecommunications, transportation and banking in the United States and share their findings. Then discuss: Do students think the current business climate is more or less conducive to consolidation than it has been in years past? What is the role of the federal government in protecting the public from large trusts? Do students think the federal government doing its job? Remind students of the theoretical role of the government in a free market economy as you discuss these questions.

LINKS:
http://www.antitrust.org//_onldis/00000088.htm
http://www.rationale-ezine.com/issues/199707/f.rb.p1.html
http://www.capitalism.org/capitalism/questions/monopolies.html

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Special Series

Special Series

Interns At Work: Part 3

1. Describe what Ms. Agnew's eighth grade class is doing to preserve history. How are the students learning while helping the local historical society? How are they preserving the documents? What kinds of things do the students learn from preserving and examining these papers?

2. Assist students in contacting Internet sources (the websites below should help) to learn more about how technology is helping preserve some pieces of history. Discuss how historical documents, papers and letters are "preserved" by being put on the Internet. Then have students ask family members for photocopies (NOT originals) of old documents and letters that may be in their families and secure permission for these to be put on the Internet. Work with the class to create a class homepage that preserves history by giving others a glimpse into the past.

LINKS:
http://www.nara.gov/
http://scriptorium.lib.duke.edu/
http://www.baylor.edu/~OHA/Othersites.html

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Editor's Note

TODAY'S NEWS TERMS

Dow Jones
John D. Rockefeller
correction
anti-trust
volatility
monopoly
Standard Oil
mylar

WORLDVIEW

Vietnam Vets

1. Why is the evacuation of the U.S. embassy in Saigon symbolic to Vietnam veterans? How has Vietnam changed in the decades since the war? Why are veteran's groups returning as tourists? What other causes are the veterans' foundations promoting? Why do you think these former enemies are working together to improve life for Vietnamese children? How might visiting the country help veterans mentally and emotionally?

2. Invite students to write a series of journal entries entitled "Letters from Vietnam" in which they assume the roles of a returning veterans or the Vietnamese children whom they are helping. Share the writings in an open forum and discuss the concept of former enemies forging a new relationship in peacetime.

LINKS:
http://coombs.anu.edu.au/WWWVLPages/VietPages/WWWVL-Vietnam.html
http://www.vietvet.org/visit.htm

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Taking Care of Business

Toyota Nautical

1. Why do you think Toyota decided to expand its product line to include boats and marine vehicles? How might the specifications of nautical engines differ from those of automobile motors? How is the expansion part of a "larger plan?" How might diversification improve the health of the company?

2. Do you think the Toyota name will help market the boats? What other qualities and features will consumers look for as they comparison shop? Why do you think the marine market is so fiercely competitive?

3. Challenge students to evaluate the international market for Toyota boats. Using photos, information, and/or models, set up a "showroom" with a variety of marine vehicles from different manufacturers. Include all the brands mentioned in the video segment. Divide the class into two groups, one acting as salespersons, the other as customers. Pair individual salespeople with potential buyers. Allow the customers to shop freely with the guidance of their sales reps. After all boats have been "purchased," follow up by asking students to analyze the reasons for their decisions. What can Toyota do to make its new nautical products succeed in a competitive environment?

LINKS:
http://www.marine.toyota.com/
http://www.marine.toyota.com/default1.htm

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Inside Europe

Switzerland Kayak

1. Why are kayak enthusiasts drawn to the rivers of the Swiss Alps? Why are people who practice this sport considered "pure amateurs?" How does kayaking affect a practitioner's lifestyle? Why is this sport dangerous? Is the risk appealing to you? Why or why not?

2. Have students explore the world of kayaking and write position papers either promoting or rejecting it as an Olympic sport.

3. Kayaking is a visually exciting sport. Have students collect photos, images, and information associated with running the whitewater. Guide them as they produce a bulletin board display including safety tips and pointers for beginning kayakers.

LINKS:
http://www.roughstuff.ie/links.htm

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Who, What, Where ?

St. Petersburg

1. What features of St. Petersburg make this city a cultural center? Discuss the city's origins. In what way is it still a "window to the West?" Why do residents feel fortunate to live there? What are some of the drawbacks of life in St. Petersburg? Can you name other places you have lived or visited that have a unique flavor or atmosphere? Share your recollections.

2. Have small student groups research the 295-year history of St. Petersburg. Assign each group a time period on which to concentrate and ask them to collect a variety of resources to produce an illustrated timeline. Collate and connect the sections and conduct a review of the timeline in class.

   EXTENSION: Ask groups to produce a series of vignettes or one-act plays illustrating life or highlighting a pivotal event in their assigned eras. Allow students to perform this historical tableau for other classes.

LINKS:
http://www.interknowledge.com/russia/peter01.htm

http://www.cityvision2000.com/history/index.htm
http://city.net/maps/view/?mapurl=/countries/russia/st_petersburg&page=maps

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Editor's Note

TODAY'S NEWS TERMS

Saigon
marine
Vietnam War
Leningrad
veteran
kayak
nautical
Whitewater

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CNN NEWSROOM WORLDVIEW

September 3, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

Today's program has been preempted to allow for continuing coverage of the crash of Swissair Flight 111. The following questions may help students deal with and follow this story.

Enroll here for CNN NEWSROOM & WorldView or call 1-800 311 3219

CNN NEWSROOM

Swissair Flight 111

1. What do we know about the crash of the Swissair flight that left Kennedy Airport late last night? How do we know this information? Generate a class discussion about how news organizations gather facts to keep the public informed in a situation like this one. What does it mean when a correspondent speaks of "unconfirmed reports?" What should students keep in mind when a report is "unconfirmed?"

2. The loss of life is always the most tragic aspect of any disaster. Allow students to express how they feel about tragedies such as this by having them write confidential journal entries. Encourage them to express their sympathy, fears and other emotions with which they are dealing as they watch the news and learn more about this tragedy.

3. Under what conditions do rescue crews work in this kind of disaster? Discuss the different agencies and professionals that responded to this emergency. Did conditions and the elements have an effect on their efforts? What clues led them to the wreckage? What preparations were in place to address the needs of survivors? Invite an official from your local emergency services to tell students how that team would

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respond to a simliar situation in your community.

4. How will investigators attempt to determine the cause of this accident? Lead a class brainstorming session to generate a list of things investigators will consider, for example, eyewitness accounts, the plane's "black box" or flight recorder, physical evidence such as wreckage components. Discuss how Canadian authorities will be working like detectives in order to establish the reason for the crash.
5. In spite of the press that airplane crashes receive, flying is still statistically one of the safest ways to travel. Use this opportunity to have students investigate the statistics behind the different forms of travel (plane, car, ship, train) and share their findings. What accounts for each mode's statistics? How can travelers assist in making their journeys safe in each case?

LINKS:
http://cnn.com/

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NEWSROOM WORLDVIEW

September 4, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

Note: There will be no CNN NEWSROOM and no Daily Guide on Monday, Sept. 7, 1998, in observance of Labor Day in the U.S.

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
CNN NEWSROOM OPEN		**1:20**	1:20
Top Story	-As the search for victims continues, investigators look for clues behind the crash of Swissair Flight 111. -Some who have lost loved ones in air disasters help others deal with their grief.	6:50	8:10
Editor's Desk	The financial windfall from gaming gives the Pequots the chance to tell their version of history.	2:15	10:25
Interns At Work	Young people get hands-on experience in community building.	3:35	14:00
TOSS TO CNN NEWSROOM WORLDVIEW		**1:30**	15:30
Top of the World	Japanese veterans recall the occupation of China by the Imperial Army.	3:55	19:25
Wild Kingdom	Rare American crocodiles thrive in the remote marshes and lagoons of Cuba.	3:35	23:00
Political Front	Freshly trained State Department officers head for new jobs in the four corners of the earth.	2:15	25:15
Inside Africa	Archaeologists say recently discovered tombs will provide information about the builders of the Pyramids.	1:55	27:10
CNN NEWSROOM CLOSE		**:50**	28:00

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Top Story

Swissair Flight 111

1. What details are now available about the crash of Flight 111? What are authorities now saying about the prospects of finding any survivors of this accident? Describe the search and recovery efforts that are now underway. Who is involved? What is their first priority? After victims are recovered, what important parts of the airplane will members of the technical search team be interested in finding first? Why?
2. Why do you think investigators are assuming that this crash was not a result of terrorism? What two possibilities remain to explain the accident? What do we know about Swissair's safety record? According to the statistics cited in the video, is flying a relatively safe way to travel? Explain. What do you think are some things passengers can do to improve their chances of surviving an airline accident?
3. Who are Richard Kessler and Victoria Cummock? According to Ms. Cummock, why is the current phase of recovery and identification the worst part of the post-accident process for families of the victims? How have she and Mr. Kessler worked to help victims' families? What is Mr. Kessler's advice to counselors who are trying to aid families after an airline disaster?
4. According to the video, what have psychologists learned that has changed the way post-disaster families are counseled? Generate a class discussion about grief and how different people handle this emotion. Invite a mental health professional to address the class on dealing with grief.

LINKS:
http://www.airsafe.com
http://www.faa.gov/
http://www.phoenixnewtimes.com/1996/072596/screed.html

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Editor's Desk

Pequot Museum

1. Who are the Pequots? Where do they live? How have they become an economic powerhouse? How have the Pequots used their earnings to tell their story? Describe some of the exhibits seen in this museum. What is "gaming"? One Native American interviewed in the video says, "When I look at gaming, I think of a

stove with the fire inside. It can make you warm, or if you get too close to it, it can cause you a lot of damage." What is he trying to say? How has gaming been beneficial to the Pequots? How might it "cause a lot of damage?"

2. Write this quote on the board and select a student to read it aloud: "History is the historian's experience. It is 'made' by nobody save the historian; to write history is the only way of making it" (Michael Oakeshott, 1901-1990, British philosopher and political theorist). Discuss the meaning of this quote, then refocus students on the video. How might the modern Pequot's version of history differ from that of descendants of the European settlers who came to New England in the 1600s? Challenge each student to find two different perspectives of the same event. The event may have occurred hundreds of years ago or very recently. Direct students to read these perspectives and analyze the similarities and differences between the two. Then have each student present an oral report detailing his/her analysis. Conclude with a discussion of how history is "made," as Mr. Oakeshott puts it, "by nobody save the historian."

LINKS:
http://www.bbc.co.uk/education/histfile/history.htm
http://archnet.uconn.edu/topical/ethno/courant/day5.htm

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Special Series

Interns At Work: Part 4

1. How does Cafe 458 operate? What is the goal of Hands on Atlanta? Why do you think the young people in the video segment are motivated to volunteer? What benefits do they gain from the experience? How does volunteerism enrich the community? How might the skills students learn while working for an organization like Hands on Atlanta help them in the future?

2. Have students investigate opportunties for volunteers in your community. Ask them to gather information about organizations that provide a variety of services such as Hands on Atlanta. They may also check out activist groups, senior citizens' or health coalitions, non-governmental agencies, etc. Encourage students to collaborate on a "help-wanted" display with descriptions of "jobs" to be filled by interested parties in your school population.

LINKS:
http://www.handsonatl.org/projects/vsupport.htm

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Editor's Note

TODAY'S NEWS TERMS

fuselage
diorama
Nova Scotia
Pequots
National Safety Council
casino
grief
volunteerism

CNN WORLDVIEW

Japan War Criminals

1. Why is Shiro Azuma tortured by memories of the Japanese occupation of China? How might the horrors of war diminish the value of human life among participants? What is the reason behind the military mentality of following orders without question? Do you feel you could abide by this principle? Why or why not? In your opinion, should the soldiers who were merely following orders be considered war criminals? State your rationale.

2. Why are some Japanese citizens upset that Azuma is telling his story? Why has it taken so long for information to be released about the realities of the Chinese occupation? How might facing the events of the past help veterans heal their wounds? Do you think the study of war might advance the cause of peace? Explain.

3. Direct students to the websites below to study the history of the Second Sino-Japanese War. To summarize the research, ask each student to write two news articles dated 1938. One should be from the Chinese point of view, the other should express Japan's position. Lead the class in an examination of the articles and invite students to contrast the differences. Publish these in two "newspapers" for your classroom library.

LINKS:
http://www.ritsumei.ac.jp/kic/a06/e/3/t1/t1_13.html
http://encyclopedia.com/articles/11925.html

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Wild Kingdom

Cuba Crocodiles

1. What factors have contributed to the endangerment of the American crocodile? Why are they thriving on the east coast of Cuba? How are conditions here suited to the crocodiles' needs? What do researchers hope to learn from the study of this population? How do the crocodiles improve the wetland ecosystem?

2. Have students research the ideal habitats of American crocodiles. Ask them to design a game preserve, modeled on the one in the video segment, that would best shelter and protect this endangered species. Remind them they must balance the needs of human

development and the complex wetland ecosystem with the need for scientific study of the crocodiles. What conflicts exist? How can researchers collaborate with government entities to preserve and increase the American crocodile population?

LINKS:
http://www.seagrant.wisc.edu/education/jason/ppt/americroc/tsld002.htm
http://www.bio.bris.ac.uk/research/crocs/!cacu3.htm

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Political Front

Foreign Service Grads

1. What is the appeal of the diplomatic service for the graduates interviewed in the video segment? Would you be interested in this type of career? Why or why not? What do you think would be the advantages and disadvantages of such a position? What was the recent "reality check" for State Department students? How might such events affect the daily lives of U.S. citizens abroad?

2. Challenge students to design a "school" or "class" for aspiring diplomats. Have them research the requirements of various U.S. State Department careers and collaborate on a list of course descriptions or a syllabus of study for a training program for officers who will serve in international posts.

LINKS:
http://www.govexec.com/archdoc/0996/0996s3.htm
http://www.afsa.org/fsj/backissues.html

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Inside Africa

Egypt Tombs

1. Why do archaeologists expect the recent discovery of a set of tombs to provide new information about the builders of the Pyramids? List the facts derived from study of these tombs. List inferences that may be made from each fact. Why do you believe some people make "mystical" associations with the pyramids? In your opinion, will learning more about their origins decrease the mystery? Why or why not?

2. What theories exist about the Pyramids? Which are most popular? Why? How might new studies prove or disprove some of the scenarios?

3. Have small student groups adopt and promote one of the theories concerning the origin of the Egyptian Pyramids. Have each group gather information that supports its theory and compile its research for an oral presentation and debate.

LINKS:
http://www.2xtreme.net/pea_research/pyrlink1.htm
http://www.guardians.net/egypt/news.htm
http://www.nauticom.net/users/ata/egypt.html

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Editor's Note

TODAY'S NEWS TERMS

Sino-Japanese War	**war crimes**	**veteran**	**American crocodile**
wetlands	**habitat**	**procreation**	**diplomat**

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September 8, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

This is a special retrospective edition of CNN NEWSROOM.

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	:35	:35
Top Story	-Investigators locate black box from Swissair Flight 111. -North Korea changes title of President. -Mark McGwire ties record with 61st homerun.	2:10	2:45
News Milestones	CNN Newsroom reviews the events that made history over the past nine years.	7:05	9:50
Faces, Part I	Let's revisit people who made news in the fields of sports, entertainment and politics.	4:45	14:35
Faces, Part II	Other newsmakers share their trials and triumphs with CNN Newsroom reporters.	4:25	19:00
Places	Relive some memorable journeys of the past nine years.	6:05	25:05
Fast Forward	There are programming changes in store! Beginning October 5th, CNN Newsroom takes on a new format.	2:35	27:40
	CNN NEWSROOM CLOSE	:20	28:00

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Top Story

Newsreel

1. What information may be gained from the flight data recorder or "black box" following a crash? What difficulties did

investigators face in recovering the black box? Why are there two flight data recorders on each plane? What other evidence has the NTSB gathered for study? Based on research and your knowlege of previously reported information, project possible causes of the tragedy.

2. Why do you think North Korea named Kim Jong-il as National Defense Minister instead of President? What duties do you think Kim will perform in this new post? How might North Korea reorganize the government to compensate for the loss of the presidency? What is the significance of bestowing the title of "Eternal President" on Kim's late father, Kim Il-sung?

3. What is the record currently being challenged by Mark McGwire? Why do you think this sports story has merited such wide coverage in the news media? Who else is vying for the record? How do you think Mark McGwire is feeling after tying the record? When did Roger Maris first set the record? In your opinion, is sports accomplishment a worthy goal? Why or why not?

4. Mark McGwire's 61st homerun slammed off the facade of the third deck at Busch Stadium and fell into the stands below. The fan who caught the ball intends to give it to McGwire and ask nothing in return. Ask students to conduct man-on-the street interviews of their schoolmates, posing the question: "What would you do if you caught homer number 62? Compile answers into a newspaper sports page or record and play as a "radio show."

LINKS:
http://www.cnn.com/WORLD/americas/9809/07/swissair.02/
http://cnn.com/WORLD/asiapcf/9809/05/n.korea.02/index.html
http://cnnsi.com/baseball/mlb/news/1998/09/06/mcgwire_61/

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News Milestones

1. Review some of the stories that CNN Newsroom has covered. Which stories are most interesting to you? Why? If you had to choose a "story of the decade," what would it be? Explain the reason for your response.

2. Generate a class discussion about the job of a reporter and the ethical obligations involved. Then focus the discussion on the stories presented in today's video. In each case, what "facts" were established? How were those facts determined? Discuss the importance of maintaining objectivity in reporting the news. In the events that have made news in students' lifetimes, do they recall times when they felt the reports were biased or leading? How could a lack of objectivity alter the information the public receives? Could this be dangerous? Discuss.

3. Group students. Have each group choose one or more of the news events seen in this segment and conduct research to gather information about it. Bring the groups together and assist them in creating a trivia-style game about the news events of the past nine years. The class may elect to create a board game, card game or computer quiz game. Present the game to other Current Events and Social Studies classes and ask them to try it.

4. Assist students, working in groups, in finding pictures of these news events in magazines and newspapers. As a class, create a collage of the images. Post the collage in your classroom.

5. Challenge students to put themselves in the places of CNN correspondents as they cover each of the events seen in the video. Direct each student to gather information about one of these events and prepare a script for a radio or television report of that event, complete with soundbites and scene descriptions. Have each student present his/her script.

LINKS:
http://shuttle.nasa.gov/sts-90/images/esc/Flightday04/
http://rsd.gsfc.nasa.gov/rsd/images/HugoPersp.html
http://www.sfgate.com/chronicle/special/quakes/images/
http://encarta.msn.com/index/concise/0vol40/0AC4C000.asp
http://www.southafrica.net/
http://www.cfcsc.dnd.ca/links/milhist/gw.html
http://ew80.www.ee/eng/chronicle/1991.html
http://www.usis-israel.org.il/publish/elections/9692evot.htm
http://www.nandotimes.com/newsroom/ntn/voices/050198/voices12_23751_noframes.html

http://www.dallasnews.com/waco/w0421g.html
http://www.seattletimes.com/extra/browse/html97/soma_053097.html
http://www.cnn.com/US/OJ/index.html
http://www.parascope.com/mx/okm.htm
http://detnews.com/menu/fron1106.htm
http://www.fbi.gov/centbom/centstat.htm
http://www.intel.com/hk/eng/hk1997/sites_nws.htm
http://pages.prodigy.com/IntTimes.home.html/diana.htm
http://cnn.com/ALLPOLITICS/1998/resources/lewinsky/

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Faces, Part I

1. In what endeavors do people generally achieve fame? Of the personalities discussed in the video segment, whom do you feel is most admirable? Explain. What special qualities do highly successful people share? How are they different from the "average guy?" Would you like to be widely recognized? Why or why not?

2. Invite students to "put themselves in the shoes" of one of the persons discussed in the video segment. How would it feel to be renowned? Allow each student to assume the role of one famous person and research his or her life using a variety of resources including the websites given below. Have students compose and perform five minute monologues in which they share details about the life of the person they have chosen to portray. Follow each presentation with a short question and answer period from the class in which the student remains in character and attempts to field classmates' queries.

3. Challenge students to construct a classroom "hall of fame" to honor the people they admire most. These may be well-known personages or role models from society, sports, and the arts, or they may be people who have influenced students in their personal lives. Instruct students to gather photographs of the people they have selected and compose short tributes explaining why they are nominating the person to the "hall of fame." Collect student work and guide them in mounting a bulletin board display.

LINKS:
http://www.geocities.com/Colosseum/Field/7390/
http://www-expressnet.lycos.com/entertainment/celebrities/celebs/MagicJohnson.html

http://www.ejaf.org/
http://boyz2menvipclub.com/boyz2men/gym.html
http://www.emory.edu/CARTER_CENTER/homepage.htm
http://www.oronet.com.ph/feature/index.htm

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Faces, Part II

1. What is the difference between fame and notariety? Sometimes, the line between the two is blurred. Give examples of such an instance. Why do you think people are curious about the personal lives of public figures? Do television producers have a responsibility to protect the privacy of the people they interview? Why or why not?

2. The television interview is one of the best means of introducing personalities to the public, and the audience never seems to tire of news about their favorite celebrities. Ask the class to imagine the days before television when information about people was not so readily available. Have pairs of students research the life of a famous person from the past. One partner should act as the historical figure and the other as an interviewer. Each pair should conduct an interview of the person for a show for young people, such as CNN Newsroom.

What would viewers want to know about famous people and their lives? Should they dig for personal information? How can reporters best focus the interview? Allow ample time for pairs to present the interviews and follow up with a class discussion.

3. Introduce the following concept to students: "If you could 'hang out' with any person in history, whom would you choose?" Challenge students to consider and answer the question and write short rationales. Next, have them compose a series journal entries about their imaginary adventures with their "buddies." Compile student work and publish a volume for your classroom library.

LINKS:
http://headlines.yahoo.com/granite/wwmt/19970919.html
http://headlines.yahoo.com/granite/keye/19970625.html
http://www.innovent.de/garrit.htm
http://www.netsrq.com/~dbois/yamaguch.html
http://www.tnstate.edu/library/digital/Haley.htm
http://www.celebsite.com/people/jamesearljones/index.html
http://www.public.asu.edu/~metro/aflit/walker/link.html

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Places

1. What were some of the places CNN Newsroom has visited over the past nine years? Of these places, which were most interesting to you? Why? Have students each choose one location of interest and pretend they are accompanying a CNN Newsroom reporter to that site. Direct each student to plan a trip to that place. Students will want to check into modes of transportation, travel time and fares, what kinds of clothes to pack, things they will do and see, etc. Have each student present the trip itinerary and other information to the class.

2. Each of the sites seen in the video could be part of a chapter in a geography textbook, or in the case of the ocean floor and space, sections in an Earth Science text. Challenge groups of students to select one of these sites and conduct research to learn more about it. Then have each group use its information to create a unit of study on that location. Assist student groups in the creation of multimedia units if possible. Direct each group to "teach" its unit.

3. As a class, create "passports" for each student. Depending on students' grade level, they may choose to create passports from construction paper or design imitation passports on the computer. Group students and have each choose one of the locations seen in today's program. Assist the groups in conducting research to gather information about that place. Next, have each group design a passport stamp or symbol for its location, creating enough copies for each student in the class

outside that group (these can be drawn on labels and saved for future use). Finally, have each group prepare and present a report on its location and a brief quiz (this may be done on the computer as well) on the material they cover. After each report, allow the other students time to complete the quiz. Award students who achieve a passing score with a passport "stamp." Hold a contest to see who gets all the "stamps."

LINKS:
http://www.fodors.com/
http://www.travel-library.com/south_america/index.html
http://www.vtourist.com/
http://www.ksc.nasa.gov/
http://www.oldmanriver.com/links.html
http://www.nationalgeographic.com/resources/ngo/education/jason/index.html

http://artsnet.heinz.cmu.edu/OnBroadway/pages/Main.html
http://www.iceland.org/

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CNN NEWSROOM WORLDVIEW

September 9, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:20**	1:20
Top Story	Political and economic crises create a sense of panic and uncertainty among the people of Russia.	3:25	4:45
In the Headlines	RECORD WALL STREET GAINS	:50	5:35
Business Desk	Customer satisfaction determines the number of repeat customers a business will have.	2:55	8:30
Wild Kingdom	As scientists make plans to release Keiko into the wild, some wonder about his chances for survival.	5:35	14:05
	TOSS TO CNN NEWSROOM WORLDVIEW	**2:00**	16:05
Top of the World	The Taleban of Afghanistan are attracting recruits to join their fight.	2:50	18:55
Inside Europe	Pedestrians will soon have the run of Trafalgar Square.	2:40	21:35
Now You Know	An "atomic town" redefines itself in the post-nuclear age.	2:55	24:30
Wild Kingdom	Runaway elephants pose a problem for officials of Kruger National Park.	1:45	26:15
Historic Homer	Mark McGwire breaks Roger Maris' home run record.	1:00	27:15
	CNN NEWSROOM CLOSE	**:45**	28:00

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Top Story

Russia in Crisis

1. Who is President Yeltsin's choice for Prime Minister of Russia? How has parliament reacted to this man's nomination? What could happen if parliament rejects him again? How has this situation created a political crisis in Russia?

2. Explain what is happening to Russia's currency. How is the devaluation creating a "panic" among Russian citizens? Why are people hoarding supplies and food? Discuss how the economic and political crises are combining to create a sense of fear and uncertainty.

3. Who are the players in the Russian crisis? Have students work in groups to research these individuals. Direct each group to create a posterboard chart of the political leaders and challengers vying for power as the crisis continues. Encourage students to locate pictures of these individuals from print media and the Internet, cut them out, and use them on their charts. Have groups present their charts. Use them to refer to as students follow this developing story.

4. In today's Top Story we learn that it takes nearly 21 rubles to equal one U.S. dollar. Focus students on this fact and generate a class discussion about what exchange rates are and the factors that determine rates of currency exchange from one country to another. Then have students consult the currency converter at the last Internet site below. To get a sense of exchange rates among nations, have students use the converter to calculate some rates among different nations, and chart their findings. Share student findings in class discussion. How do exchange rates affect travelers? Businesses? Transactions between nations? When a currency is devalued, how does that affect buying power and investments in that nation? How could such action impact political stability? Discuss.

LINKS:
http://cnn.com/WORLD/europe/9809/08/russia.crisis.02/#3
http://cnn.com/TRAVEL/ESSENTIALS/index.html#converter

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Business Desk

Customer Satisfaction

1. Why should a company care about whether or not its customers are happy? What are repeat customers? Why are they the lifeblood of most businesses? According to the latest study on customer satisfaction, with what products and services are consumers happy? What products and services get low marks from many consumers? Why?

2. How do businesses in your area determine their levels of customer satisfaction? Group students. Direct each group to select a business

owner/manager to interview on the subject of customer satisfaction. How does this person gauge his/her customers' feelings about the business? Are customer surveys used? Telephone interviews? Marketing data? Have each group report its findings. As a class, evaluate the effectiveness of each method of determining customer satisfaction for that business. Discuss why it is important that the information gathered be accurately interpreted.

3. Where can a consumer go to voice his/her dissatisfaction with a product or service? Have students check out the website for the Better Business Bureau (second site below). Invite a representative of your local BBB or a business owner to address the class on the "art" of effective complaining. After the discussion, have students practice by writing hypothetical letters of complaint to the local Better Business Bureau or to a business owner.

LINKS:
http://www.apa.org/psycinfo/applic/market.html
http://www.bbb.org/

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Wild Kingdom

Keiko

1. What kind of animal is Keiko? Where was he captured? How long has he lived in captivity? In what way has his captivity been a stressful experience? Where is Keiko headed now? Why does he need time to acclimate?

2. Discuss the differing views on a captive killer whale's chances for survival in the wild. Why might an animal that once lived in captivity "forget" to feed or protect itself from enemies? What evidence exists to support the claim that once-captive animals relearn survival behavior? Do you think Keiko will survive once he is released? Why/why not?

LINKS:
http://cnn.com/keiko
http://www.columbian.com/keiko/keiko.html
http://www.killerwhale.org/

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Editor's Note

TODAY'S NEWS TERMS

famine
IRS
picket
killer whale
customer satisfaction
domesticated
goods and services
"Free Willy"

WORLDVIEW

Afghan Taleban

1. Why are Pakistani youths attracted to the Taleban? What is the ultimate goal of the Taleban? Why is the group the target of international criticism? What is the major concern of neigboring countries should the Taleban maintain or expand their power base? Why does Pakistan support the Taleban forces? How might they prove most successful? What weaknesses may prove to be their downfall?

2. As evidenced by the information and rhetoric found in the websites below, there are no mild opinions where the Taleban are concerned. Their forces are widely revered and reviled. Discuss this dichotomy with the class and ask students to deduce possible reasons for the situation. Direct students to review these and other sources to learn more about the Taleban.

3. In a unanimous resolution issued last month, members of the United Nations Security Council ordered all Afghan factions to cease fighting, "cooperate with the aim of creating a broad-based and fully-representative government" and resume negotiations "without delay and preconditions." The resolution also condemned the Taleban's mass abuse of "large groups of the population and other forms of mass persecution," including the repression of girls and women. The video segment suggests that the Taleban may best succeed by coaltion building. Based on their research, ask the class to brainstorm a list of "musts" and "maybes" for Afghanistan. How could the nation come together to maintain peace and stability, preserve human rights, comply with U.N. standards, and assuage the hostility of its neighbors? Follow up with a debate of the feasibility of each item on the list.

LINKS:
http://headlines.yahoo.com/Full_Coverage/World/Taliban/News_Stories.html
http://interactive.cfra.com/1998/08/08/53399
http://www.feminist.org/news/newsbyte/august98/0831.html#3
http://cnn.com/WORLD/9610/05/taleban/index.html

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Inside Europe

Trafalgar Square

1. Why is traffic so heavy in the Trafalgar Square area? Describe the new pedestrian plan. Does the concept seem workable in your opinion? Why or why not? Why has the issue become a "political hot potato?" Can you suggest alternatives that would allow pedestrians and auto traffic to coexist?

2. Review the video segment with students and ask them to adopt and adapt some of London's new traffic control principles to your city or

town. Hold a mock city council meeting to discuss concepts and suggestions. Have students prepare a presentation using charts, graphs, and illustrations to share with community leaders.

3. Trafalgar square is probably London's most famous square, standing right in the heart of the capital. Have small student groups research to produce illustrated guidebooks for tourists visiting this historic landmark. Publish these and share in class.

LINKS:
http://www.belton.demon.co.uk/counties/lon-vis/traf.htm
http://www.coi.gov.uk/coi/depts/GTE/coi8817d.ok
http://www.foe.co.uk/pubsinfo/infoteam/pressrel/1997/19970709112929.html

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Atomic City

1. Why has the "nuclear subsidy" from the federal government ceased to support Los Alamos? How might town leaders encourage growth and the development of a sustainable economy? What sorts of industry does a town of this size need? What challenges must Los Alamos face to ensure a successful transition? Why is land use an important issue? How might various groups work together to improve the quality of life for all citizens?

2. Ask students to research the ecomomic and social situation in Los Alamos and list contributing factors. Divide the class into three groups, representing the local government, the town citizenry, a Native American coalition, and an environmental agency. Groups should draw on their research to compose position statements relating to the future development of the area surrounding Los Alamos. Students should present these statements in class. Follow up by holding a discussion of the points of agreement and points of conflict between each group. What is the starting point to launch a sustainable economy and infrastructure? What problems must be overcome?

LINKS:
http://www.mesatop.com/la/laonline.htm
http://www.losalamos.org/commercial.html

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Wild Kingdom

Elephant Rescue

1. How did the elephants escape from Kruger National Park? Why is this a dangerous situation for the elephants? Why did the park enlist the aid of the International Fund for Animal Welfare? Review the steps in the rescue procedure. What difficulties did the team have to overcome?

How does this effort reflect a departure from the philosophy of the past? What steps are park officials taking to prevent future escapes?

2. The situation outside of Kruger National Park is complex, with many issues in conflict. The direct cause, however, is very simple; the elephants instinctively migrate in search of better grazing areas. Encourage students to examine the dangers facing South Africa's pachyderm population and costs of maintaining the wildlife preserve. Then, ask them to write letters to the elephants from the International Fund for Animal Welfare, encouraging them to stay inside the park and outlining the threats to their safety outside the preserve. After sharing the letters, students should discuss possible solutions or remedies that focus on the ecosystem of the park area.

LINKS:
http://rodie.animal.uiuc.edu/Documents/RSAdir/Fauna.html
http://www.elephant.se/links.htm

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Historic Homer

1. Whose record did Mark McGwire break last night? How did the crowd at Busch Stadium react to this accomplishment? What does this kind of achievement do for a professional sport? How is Mr. McGwire's new record an inspiration for many non-athletes as well?

LINKS:
http://cnnsi.com

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Editor's Note

TODAY'S NEWS TERMS

Taleban
theocracy
Islam
Manhattan Project
resolution
pachyderm
recruit
Mark McGwire

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CNN NEWSROOM WORLDVIEW

September 10, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
CNN NEWSROOM OPEN		**1:35**	1:35
Top Story	The office of the Independent Counsel delivers its report on the investigation of President Clinton to the House of Representatives.	8:50	10:25
Science Desk	A microorganism in the Chesapeake Bay is responsible for lesions in fish and memory problems in humans.	3:20	13:45
Science Desk Extra	CNN's John Holliman presents A View from Space.	2:00	15:45
Look Ahead	Bermuda: Island of History September 21-24	:45	16:30
TOSS TO CNN NEWSROOM WORLDVIEW		**1:50**	18:20
Political Front	German chancellor Helmut Kohl is behind in the polls, but he's optimistic about his future.	2:50	21:10
Culture Watch	Ladakh artisans weave history into their beautiful handmade shawls.	2:20	22:30
Inside North America	Now playing at the drive-in: scenes from American popular culture.	4:40	27:10
CNN NEWSROOM CLOSE		**:50**	28:00

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CNN NEWSROOM

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Top Story

Investigating the President

1. What information has been made available about the report that Independent Counsel Ken Starr's office delivered to Congress yesterday? Why do you think Mr. Starr has urged the House of Representatives to keep the details of this information confidential? How has President Clinton's office reacted to the report? Do you think the President should have the opportunity to review the report? Why or why not?

2. What is President Clinton's most urgent mission? Why is it important that he rebuild his image first among his own party members? How are Democrats in Washington reacting to the possibility of an impeachment inquiry? In your opinion, what, if anything, can President Clinton do to win back the trust of his own party?

3. How was Ken Starr given the authority to conduct his investigation and, ultimately, produce this potentially damaging report to Congress? From what source does Congress derive its responsibility to conduct impeachment hearings? What is impeachment? Have students work in groups to determine the constitutional basis for impeachment, how and where these hearings are conducted, and the possible outcomes of impeachment. Have groups share their information. Discuss what Judiciary Committee Chairman Henry Hyde meant when he said, "...this is a lousy job, but somebody has to do it." Why is Mr. Hyde's job an especially difficult one? Why do students think the framers of the Constitution intended this to be a seldom-used procedure?

4. When was the last time a president faced an impeachment inquiry? Discuss the precedents set by the Watergate hearings. Compare the articles of impeachment against Richard Nixon to the charges many are leveling against Bill Clinton today. Was President Nixon impeached? Explain. Have any presidents been impeached? Have students research the impeachment proceedings against Andrew Johnson and share their findings. Recap the entire process of impeachment, from the initial House Judiciary Committee recommendation to the outcome of a Senate trial. Discuss how this process is different from the kind of trials with which students are familiar.

LINKS:
http://www.c-span.org/questions/weekly20.htm
http://encarta.msn.com/index/concise/0vol34/0649b000.asp
http://cnn.com/ALLPOLITICS/

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Science Desk

Fish Disease

1. What symptoms started to appear about a year ago in fishermen living near Chesapeake Bay, Maryland? What did the brain scans of these fishermen reveal? How does a newly published study explain these symptoms? How is the microorganism Pfiesteria piscicida involved? What happened to the fishermen when the exposure to Pfiesteria piscicida infested-waters was discontinued? How has Maryland protected the public from similar occurrences?

2. What kinds of learning problems does Pfiesteria piscicida's toxin cause? In the story, the terms hypermetabolic activity and hyperexcitability are used to explain the memory loss and learning problems experienced by the fishermen. These terms describe situations where activity increases in parts of the brain to the point where, like an overworked muscle, that part of the brain maxes out and "short circuits." The inability to use that part of the brain is observable when the affected person experiences the memory loss and learning difficulties mentioned above.

3. Working in small groups have your students create a "Common-Sense Guide to Pfiesteria Piscicida" poster or tri-fold brochure. To research Pfiesteria piscicida, have them use the websites below or other current print and electronic media. Using both text and illustrations, each poster or brochure should explain what the organism is, how it affects fish, how it affects humans, where it has been found and what students can do to minimize their risk of exposure.

LINKS:
http://www.epa.gov/owow/estuaries/pfiesteria/fact.html
http://www2.ncsu.edu/unity/lockers/project/aquatic_botany/pfiest.html
http://www.ces.fau.edu/library/info/PFIESTERIA/pfiesteria.html

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The View from Space

1. What were the "keys" that NASA recently accepted to the American portion of the International Space Station? What are "Unity" and "Zarya?" When is each scheduled to be sent into space?

2. Why do students think John Glenn's second trip into space has generated such widespread interest? Why is Senator Glenn making this journey? Have students work in groups to research Senator Glenn's preparation for this mission and what scientists hope to learn from it. If students were research assistants to Walter Cronkite, who will be covering this mission, what would they want their boss to know? What information would help in covering a story like this that so many are interested in following? Discuss.

3. Your students can send e-mail to CNN correspondent John Holliman to ask questions or talk about space and space exploration. Have them send their comments and inquiries to jholliman@CNN.com.

LINKS:
http://station.nasa.gov/
http://head1.yahoo.com/Full_Coverage/Tech/John_Glenn/
http://www.spacer.com/nineplanets/saturn.html

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Editor's Note

TODAY'S NEWS TERMS

impeachment inquiry	**Article II, Section 4**	**Watergate**	**bipartisan**
lesions	**Pfiesteria**	**cognitive**	**ISS**

CNN NEWSROOM WORLDVIEW

Front

Germany Kohl

1. Why might Helmut Kohl's experience appeal to some German voters? How might his sixteen years in office prove to be detrimental to his chance for reelection? What are the major issues facing Germany, according to Kohl? What do you think would be the priorities in the voters' opinions? Explain.

2. Why is Mr. Kohl unconcerned about running behind in the polls? Do you think voter polls are significant? Why or why not? What sort of citizen is most likely to support Kohl's government? How do economic factors influence the political climate? What strategies could the Kohl campaign employ in the weeks leading up to the election to improve his chances?

3. Divide the class into two groups, one representing Helmet Kohl's election team, and the other portraying an opposition party. Have students use a variety of news sources to evaluate the political mood in Germany leading up to the election at the end of the month. What advice would each group of "campaign advisors" offer their candidates? Groups should outline an eleventh-hour strategy to win votes. Allow each group to present their plan and offer an opportunity for both to "counter" the other's moves.

LINKS:
http://www.cnn.com/WORLD/election.watch/europe/germany.html
http://encyclopedia.com/articles/07039.html
http://www.smh.com.au/daily/content/980302/be/news1.html
http://washingtonpost.com/wp-srv/inatl/daily/oct/28/kohl/kohl.htm

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Culture Watch

India Ladakh Looms

1. How do the shawls woven in Ladakh reflect the culture and heritage of the residents? Why did this particular handicraft take hold in this region? Why do you think the government took the initiative to train future generations how to use the handloom? Why do some critics feel the "trainees" do not understand the art of shawl making? What new innovations did outsiders bring to Ladakh? Do new variables change the product, in your opinion? Explain.

2. Have students investigate traditional handicrafts from your region. Ask them to collect information and examples of an art form that reflects local culture and heritage in some way. Challenge students to design a training program to introduce young people to the craft, or invite an artisan or practitioner to the classroom for a demonstration.

LINKS:
http://udel.edu/~orzada/intro19thC.htm

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Inside North America

Drive-in Movies

1. What images are associated with the drive-in theater? Why is the drive-in experience part of American folklore? What are the advantages and disadvantages of drive-ins as compared to conventional theaters? As compared to home videos?

2. According to people interviewed in the video segment, what sort of movie is uniquely designed for viewing at the drive-in? Why are these theaters declining in number? How is the space for drive-ins a land use issue? How might these theaters make a comeback? What marketing strategies could owners and developers employ to ensure their success?

3. Invite small groups to compose short vignettes called "Scenes From a Drive-in." Guide students in a discussion of the drive-in as Americana, and encourage them to focus on the heyday of the "motor-theater" as they write their scripts. Have groups perform their plays for classmates.

LINKS:
http://www.win.net/~ltreed/di/index.htm
http://www.driveintheater.com/
http://www.drive-on-income/DO/home.htm

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Editor's Note

TODAY'S NEWS TERMS

Helmut Kohl
handloom
poll
shawl
opposition
drive-in
Ladakh
Americana

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CNN NEWSROOM WORLDVIEW

September 11, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:20**	1:20
Top Story	**TEACHERS: PLEASE PREVIEW THIS SEGMENT.** The furor on Capitol Hill intensifies as Ken Starr's report hits the Internet.	3:05	4:25
Editor's Desk	Veterans are producing digital films chronicling their experiences during World War II.	3:30	7:55
Profiles In History	Ken Burns finds the story in history to make his documentaries come alive.	7:50	15:45
	TOSS TO CNN NEWSROOM WORLDVIEW	**2:00**	17:45
Top of the World	A former POW makes an emotional return to Korea.	2:50	20:35
Did You Know?	Russia's economic crisis is having devastating effects on its people.	3:40	24:15
Culture Watch	Meet a Filipino artist whose work presents unique perspectives on history and culture.	3:00	27:15
	CNN NEWSROOM CLOSE	**:45**	28:00

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CNN NEWSROOM Top Story

Investigating the President

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1. Why is the furor over Ken Starr's report reaching a fever pitch? Do you think the public has a right to free access to all the information in the report? Explain. Should the Clinton administration be granted the opportunity to preview the document? Why or why not? What new evidence is the report expected to contain? What is the role of the House Judiciary Committee upon receipt of the Starr report? Are the issues surrounding this task primarily political, or legal? Cite reasons to support your answer.

2. According to CNN sources, Ken Starr's report contains four grounds for impeaching the president. What are these? How do these accusations constitute "high crimes and misdemeanors?" In your opinion, is the standard for impeachment fair? Are there considerations that should be added? Explain. According to Clinton's attorneys, Starr's report contains only "one side of the story." How do you think President Clinton might respond upon the release of the report and Starr's analysis?

3. There are 37 members of the House Judiciary Committee, the group charged with analyzing the Starr report and making the recommendation for or against impeachment. These lawmakers represent all facets of the political spectrum: the most liberal to the most conservative, the most senior Congressmen and the freshest of freshmen. Have students investigate the historical function of the committee and its specific mandate in this instance. Members must study the historical precedents for impeachment and weigh the seriousness of the allegations made against President Clinton. Guide students in considering the major grounds said to be presented in the Starr document. List these on the board. Have students imagine they are members of the Judiciary Committee, and instruct half to act as Republicans, the other as Democrats. The class should then discuss and debate each point from their partisan points of view. At the end of the session, hold a vote. What recommendation would the classroom committee make to Congress as a whole? Is the rationale behind this decision based on politics, history, or a combination of the two? How might this process reflect the workings of the actual House Judiciary Committee?

LINKS:
http://www.cnn.com/ALLPOLITICS/stories/1998/09/10/starr.report/
http://www.house.gov/judiciary/

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Editor's Desk

Digital Vets

1. Why did Harold Schauer never "make the time" to tell his war stories? How does the computer movie medium allow veterans to share their experiences? What is the purpose of the World War II Memories Project? How does the pairing of producers

and veterans work?

2. Why do some veterans have second thoughts about making films of their memories? What challenges must producers face when compiling material? How might the WWII computer films provide a different picture of history than the one found in textbooks? What other means of recording personal recollections can you suggest?

3. Ask students to imagine life for the WWII soldier. Have them search family archives, interview veterans, visit websites, and peruse library shelves to collect first-person accounts of life during "The Big One." Challenge students to strive for variety, concentrating on various theatres of operation, including the Pacific, Europe, and Africa. Allow students time to compile photocopies and facsimiles of material (they should not use original documents or photographs). Culminate the project by encouraging students to mount an exhibit of the memories they have collected, either by designing a web page, making a short video documentary, or producing a scrapbook.

4. Invite veterans to visit the classroom to share their recollections with students. Follow up with a question and answer session.

5. Several of the websites below contain personal accounts of WWII veterans. Allow each student to select a story with which he or she can identify, assume the role of this soldier, and write a "letter to those at home" or a journal entry from the point of view of this person during the war. Invite students to share and discuss these in an open forum.

LINKS:
http://marlo.eagle.ca/~matink/war.html
http://www.vwc.edu/wwwpages/dgraf/military.htm
http://www.msstate.edu/Archives/History/USA/WWII/ww2.html

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Ken Burns Interview

1. Why is director/producer Ken Burns so fascinated with history? How does he develop the ideas for his documentaries? How does he relate history to the telling of stories? Do you think of history and documentaries as "stuff that is good for you?" Why or why not? How does Ken Burns try to make this information interesting and fun for the average viewer?

2. What process does Burns use as he decides what to include in his productions? How does his interest in the human experience relate to his work? What would be the greatest challenge to making a documentary, in your opinion? Have you seen any Ken Burns documentaries? If so, which ones? Critique the programs in terms of content and interest level.

3. Why does Burns say was the most important aspect of the Civil War? Do you agree? Why or why not? Analyze the statement that it is impossible to know the answers in advance when studying history. How might this sense of discovery be an important part of the creative process? Why is the personal point of view essential to the telling of history?

4. Select one of the fifteen Ken Burns documentaries for classroom viewing. Have students act as critics, evaluating the production in terms of its historical content and its potential as entertainment. Publish the reviews in a student "viewing guide."

5. Challenge small groups to identify and excerpt narrative passages from a history text. After each group has chosen a historical event or incident, have them research to try and extend the general into the "personal" and produce a short role-play about an individual or group of people directly involved in the situation. Ask groups to perform their plays for younger children and discuss possible ways to make "history come alive" for sometimes reluctant students.

LINKS:
http://www.oup-usa.org/docs/0195093305.html
http://www.themaneater.com/960213/03story1.html
http://www.thehistorynet.com/WildWest/articles/1096_cover.htm

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Editor's Note

TODAY'S NEWS TERMS

impeachment
digital
judiciary
veteran
misdemeanor
Ken Burns
precedent
documentary

CNN NEWSROOM WORLDVIEW

Korea POW Return

1. Why did Norman Duquette return to South Korea? What is a POW? What kinds of experiences did Lt. Col. Duquette endure when he was a POW? What are his observations about North Korea now? How did this visit affect his son John, who is stationed in South Korea?

2. The Korean War is a conflict that often receives little attention in the study of U.S. and world history. Challenge students to work in groups to learn more about the war. Who was involved? How did the U.S. become involved? How did the fighting end? Have groups share their findings. Discuss why U.S. troops are still stationed there and how the current

situation in North Korea adds to the tensions.

3. In many ways the Korean War was a different kind of conflict, one of the first armed conflicts of the Cold War. Challenge students to conduct research to find out how the Korean War was different from others before it. In class discussion, share student findings and examine the phenomenon of guerilla warfare. Compare the Korean War to other contemporary conflicts where political ideology is the primary focus. What do students think can be learned from the Korean War? How can these lessons be applied to present-day conflicts?

LINKS:
http://www.nps.gov/kwvm/index2.htm
http://www.clas.berkeley.edu/~korea/guerillawarfare.html
http://www.clas.berkeley.edu/~korea/warevents.html

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Did You Know?

Russia's Crisis and the People

1. What is Alexandra, the 78-year old woman seen at the beginning of this story, doing to survive? Why is she so desparate for cash? What is a pension? Why hasn't the government paid older citizens their pensions in months? Does Alexandra believe her government can make a difference in her life? Why do you think she feels this way?

2. How is the current crisis in Russia making some long for the past? What is communism? Have students work in groups to find out what life was like for Russians as citizens of the Soviet Union and share their findings. In what way did communism offer economic security for many? What was the price for this security? Discuss the reasons why talk of returning to the politics of the past prompts some in the international community to offer Russia economic aid.

3. In good times and in bad, the state of the economy often has political ramifications. How are the economic problems in Russia taking their toll on the government there? Have you ever seen this cause-and-effect relationship in local, state or national politics where you live? Explain. Do you think it is fair for voters to blame a bad economy on political leaders, or to give political leaders credit when the economy is good? State the reasoning behind your answer.

LINKS:
http://cgi.pathfinder.com/time/magazine/1998/dom/980907/russia_in_crisis.free_f9a.html

http://cnn.com/SPECIALS/1998/09/crisis.russia/
http://cnn.com/WORLD/europe/9808/25/russia.angry.consumers/

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Culture Watch

Filipino Artist

1. How would you describe the art of Santiago Bose? In what way is his work "full of tradition and history?" How does his art illustrate the duality of the Filipino culture? Describe ways that Mr. Bose uses his art to make bold statements about politics, culture and society.

2. Challenge students to think of other ways that artists make statements about politics, culture and society. Have each student bring in an example of "art" (this can include music, poetry, satire, political cartoons, etc.) that expresses a what the artist believes about the world in which he or she lives. Have students present their examples and have the class analyze the artist's message.

LINKS:
http://tribungpinoy.simplenet.com/santibose/about.html
http://tribungpinoy.simplenet.com/santibose/antinganting1.html

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Editor's Note

TODAY'S NEWS TERMS

Korean War
agriculture
POW
pension
communist
abstract
capitalist
talisman

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CNN NEWSROOM WORLDVIEW

September 14, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:20**	1:20
Top Story	**TEACHERS: PLEASE PREVIEW THIS SEGMENT.** -Former Alabama governor George Wallace dies at age 79. -The White House goes into damage control mode as the fallout from Ken Starr's report continues.	4:10	5:30
In the Headlines	'BLACK BOXES' FOUND IN SWISSAIR CRASH PROTESTS IN ALBANIA	1:00	6:30
Environment Desk	A woman in Florida has made it her mission to rehabilitate injured birds.	3:10	9:40
Sports Page	Sammy Sosa hits home run #62!	:35	10:15
	TOSS TO CNN NEWSROOM WORLDVIEW	**3:00**	13:15
Top of the World	The Asian economic crisis changes the face of tourism in Thailand.	2:45	16:00
Fast Fact	Cubans stand in line for hours for a dish of tasty ice cream.	2:25	18:25
Information Please	Doctors in Scotland outfit a man with the world's most advanced bionic arm.	2:25	20:50
Wild Kingdom	Wildlife authorities say the southern right whale population is increasing.	:50	22:40
Culture Watch	The Alvin Ailey Dancers keep their founder's philosophy alive.	2:25	25:05
Holliman Obit	CNN remembers colleague John Holliman, dead at 49.	2:00	27:05
	CNN NEWSROOM CLOSE	**:55**	28:00

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CNN NEWSROOM CLOSE **:55** 28:00

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Investigating the President

1. What charges are included in Independent Counsel Ken Starr's report on the investigation of President Clinton? Why are many calling for the president's resignation? Do you think the president should resign? Why or why not? If he chooses to serve out his term, what might he face at the hands of Congress? What is censure? How would censure differ from impeachment? Discuss how global leaders are reacting to President Clinton's situation.

2. How are Clinton Adminstration officials and attorneys rallying to the defense of the president? Do you think it is harmful to the president that no one is disputing the details of the report? Explain. Review the definition of perjury. Discuss what the president's attorneys mean when they claim that "testimony provided as a result of confusion or mistake cannot as a matter of law constitute perjury." Do you agree with this logic? State your rationale.

3. There are some who were disturbed that Mr. Starr's explicit report was put on the Internet for easy access by anyone who wanted to read it. Others believe that the report, regardless of its contents, had to be made available to everyone, and that the Internet was the most logical avenue for that availability. Generate a class discussion to find out what students think. Allow ample time for a free exchange of ideas. Then challenge students to write essays expressing their points of view as they answer this question: Do you think the availability of the Starr Report on the Internet reinforces the idea that the Internet is a "junkyard" of ideas, or does the availability of this report on the 'Net support the claim that the Internet is an important carrier of information in a democratic society?

LINKS:
http://cnn.com/clinton.rebuttal.02/
http://www.pathfinder.com/money/latest/rbus/RB/1998Sep11/1043.html
http://cgi.pathfinder.com/time/community/transcripts/chattr091198.html

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Environment Desk

Bird Lady

1. What is the purpose of the Florida Keys Wild Bird Rehabilitation Center? When was it founded? How much has it grown in the last 12 years? About how many birds do they treat each year? What are most of the birds' chances for survival without the Rehabilitation Center's help? What percent of the birds treated there are able to be released back into the wild? What happens to the rest of the birds?

2. What is the estimated minimum dollar amount needed to operate the Center? How does Laura Quinn justify this expense? From where does the money to fund the Center come?

3. Some scientists believe the fate of animals adversely affected by humans should be left for nature to fix. Often nature shows a great resiliency (ability to adapt and overcome) toward human contamination. Other scientists believe human intervention is an essential part of repairing the damage and is an ethical obligation. What is Laura Quinn's position on this topic? Do students agree or disagree with her? Generate a class discussion exploring both sides of the issue. Afterward have the students write a position paper from the perspective of a scientist advocating one side or the other.

LINKS:
http://www.florida-keys.fl.us/flkeyswildbird.htm

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Editor's Note

TODAY'S NEWS TERMS

David Kendall
damage control
censure
sanctuary
condemnation
intervention
oath
indigent avians

WORLDVIEW

Thailand Tourism

1. Why are more Chinese, Russian, and Taiwanese tourists visiting Thailand? Why have Koreans and Japanese stopped visiting? How are Thai officials adapting to the change in clientele? Why does the devaluation of the currency attract tourists? Do you think Thailand might expect more visitors from non-Asian nations? Why or why not? How might Thailand increase tourism in the face of a changing economy?

2. Challenge students to devise ways to maintain tourism in Thailand. Have them research the websites given below to make a list of the attractions featured in the area. Ask students to develop guidebooks using photos, information, and maps. Invite individuals to give "virtual tours" of Bangkok and surrounding

areas, using the guidebooks. Follow up by having students mount a tourism campaign based on the information they have gathered. Discuss the problems presented by the Asian economic crisis. How can officials most effectively generate interest in spending tourist money in Thailand?

LINKS:
http://www.mahidol.ac.th/Thailand/Thailand-main.html
http://www.bday.net/tat/rejoin.html

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Fast Fact

Cuba Ice Cream

1. Why is the ice cream parlor so popular in Cuba? How might the fact that ice cream is a novelty is this Caribbean nation increase its appeal? List possible reasons this treat is rare in Cuba. What other products might become popular among Cubans if they were available?

2. Introduce the concept to students that, in the United States, many people take the wide availability of goods and services for granted; but in other areas of the world, a fast-food burger or snow cone would be considered a luxury. Invite them to brainstorm products or businesses to "export" to developing nations. Make a list of these on the board. Divide the class into small groups, asking each to select one of the goods or services and a "target market." Each group should develop a strategy for introducing and selling the product in the particular environment they have chosen. Allow groups to present their plans in class.

LINKS:
http://www.lonelyplanet.com.au/dest/car/hav.htm

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Information Please

Bionic Arm

1. What does the word "bionic" mean? What images are associated with this technology? How does the new arm live up to these associations? What improvements are expected as scientists continue to develop the arm? How is the current bionic limb superior to a regular prothesis? What other applications can you envision for bionics in the future?

2. Have small groups create designs for bionic solutions to human health problems. Members should collaborate on a plan that states the nature of the condition and includes a simple blueprint or diagram of the proposed solution. Allow the class to debate the feasibility of each group's proposal.

LINKS:
http://204.202.137.112/sections/living/DailyNews/bionicarm980825.html

http://news.bbc.co.uk/hi/english/health/newsid_154000/154545.stm
http://www.erols.com/mhcoandp/bionic.html

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Culture Watch

Alvin Ailey Dancers

1. Why did Alvin Ailey start his dance troupe in 1960? How is the current group of dancers working to keep his philosophy alive? In what way did Alvin Ailey's art reflect his times? How is Judith Jamison adapting his work to reach a '90s audience? How does community outreach fit into the overall goals of the dance company? How might artistic expression help children in other facets of life?

2. Encourage students to collaborate as they choreograph an interpretive dance they feel represents the progression of social and political awareness in the United States from the early 1960s to the present day. Challenge them to perform the dance for other classes or teach it to a group of younger students.

LINKS:
http://www.alvinailey.org/first.html
http://kennedy-center.org/honors/1988/ailey.html

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John Holliman Obit

1. What were the major accomplishments of John Holliman's life and career? How did his personal enthusiasms translate into his work? Larry Woods, the reporter who wrote this piece, was a close personal friend of John Holliman. What clues can you find to indicate this was the case? From this report, how would you summarize Holliman's character? Compose a one-line epitaph to express your ideas about the man who was John Holliman.

LINKS:
http://www.cnn.com/US/9809/12/holliman.obit.02/
http://www.cnn.com/CNN/anchors_reporters/holliman.john.html
http://www.cnn.com/TECH/space/9809/09/holliman/

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Editor's Note .

TODAY'S NEWS TERMS

exchange rate
bionic
currency
southern right whale
tourism
endangered
prosthesis
John Holliman

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CNN NEWSROOM WORLDVIEW

September 15, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:20**	1:20
Top Story	Upon his death, historians analyze George Wallace's long and complex political life.	4:25	5:45
In the Headlines	ALBANIA UNREST CONTINUES CLINTON ADDRESSES WORLD ECONOMY	1:00	6:45
At Issue	Has President Clinton committed an impeachable offense?	5:05	11:50
International Desk	Japan and South Korea try to promote friendship as they prepare to host the 2002 World Cup.	3:25	15:15
TOSS TO CNN NEWSROOM WORLDVIEW		**2:00**	17:15
Top of the World	Armed conflict over Kashmir is taking its toll on civilians.	2:40	19:55
Taking Care of Business	Thailand's government tries to rescue its economy by selling assets of failed businesses.	2:35	22:30
Definition	An American is making global headlines in the world of horticulture.	2:40	25:10
Inside North America	Move over guys, surfer girls are riding waves too!	2:00	27:10
Program Note	Tune into CNN at 4 p.m. eastern for "America Links Up," a town meeting about Internet involvement for students, parents, and teachers.	:30	27:40
	CNN NEWSROOM CLOSE	**:20**	28:00

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George Wallace Obit

1. What was the decision resulting from the Supreme Court case, Brown vs. Topeka Board of Education? Why did George Wallace resist this decision as governor of Alabama? What actions and rhetoric did he use to promote segregation? How did he try to repair his political image later in his career? How did he characterize his actions at the University of Alabama? Does this retraction seem sincere in your eyes? Why do you think Wallace later enjoyed the support of many African American voters and black leaders?

2. Why did George Wallace abandon the Democratic party prior to his 1968 presidential run? How did he contribute to the election of Richard Nixon? How did the 1972 assassination attempt increase his political clout? What steps did he take in later years to promote tolerance and racial harmony? Summarize George Wallace's legacy according to your point of view.

3. George Wallace blocked the door as James Wood and Vivian Malone tried to enter the University of Alabama in 1963. The three finally met and conversed in 1996, more than 33 years after their confrontation. Divide the class into groups of three to write and perform short role plays depicting the possible dialogue among these three players in civil rights history.

4. George Wallace once symbolized segregation, and later become associated with reconciliation. Have students research the websites given below to compile a simple timeline of George Wallace's political career. Next, invite each student to select an important juncture in his ideological odyssey and deliver a brief speech portraying Wallace and illustrating his position at that point in time. Encourage students to make use of actual quotations whenever possible. Follow up with a discussion of the progression of Wallace's political and social philosophy through the years.

LINKS:
http://www.cnn.com/US/9809/14/wallace.obit/
http://www.cnn.com/US/9809/14/wallace.obit/wallace.bio.html

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At Issue: High Crimes and Misdemeanors

1. What options does Congress have for penalizing President Clinton?

What allegations have been made? Which are still open to conjecture and which are known to be true? How will Congress go about answering the remaining questions? What is involved in the process of impeachment? What is involved in the process of censure? Which do you feel is more appropriate in this circumstance? Explain.

2. What do you think the Founding Fathers meant by the term "high crimes and misdemeanors?" Discuss various other points of constitutional law that were left open to interpretation. Why do you think the framers decided to use vague language in some instances? Was this a wise approach in your opinion? Why or why not?
3. Why does President Clinton's legal team argue that his offenses are not "impeachable?" How do his critics counter this position? How has the definition of the word "misdemeanor" changed since the early days of the United States? In your opinion, do President Clinton's actions constitute "crimes" and/or "misdemeanors?" Evaluate Alexander Hamilton's idea that impeachment is as much political as judicial. Review the times in history that impeachment proceedings have been launched against a president. Do these situations bear out Hamilton's assertion? Cite reasons to support your answer.
4. The first website below provides an "impeachment primer" outlining the constitutional provision for impeachment and the historical precedents for implementation. Guide students in a study of this information and have them follow the impeachment inquiry as it develops. Based on their research of news sources and a variety of resources, do they believe impeachment proceedings are indicated? Ask each student to write a legal brief citing points of constitutional law and precedent to support their position as to whether President Clinton should be impeached.
5. Hold a roundtable discussion such as the one shown in the video segment and allow students to debate the points covered by the civics class in Georgia. Do their viewpoints reflect those of the Stone Mountain students? Call on individuals to analyze the reasons for differences of opinion concerning this volatile issue.

LINKS:
http://www.cnn.com/ALLPOLITICS/stories/1998/09/14/impeachment.primer/
http://www.law.emory.edu/pub-cgi/usconwais

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International Desk

Japan World Cup 2002

1. Why do you think World Cup officials decided to have co-hosts in 2002? What cultural challenges does this situation present? How are the two nations, Japan and Korea, working together to promote friendly cooperation? What additional strategies would you suggest? List potential logistical problems as the two countries host this complex tournament. What cultural and social conflicts may complicate this process?

2. Why do many Japanese and South Korean citizens lack knowledge about the other country? How might the World Cup collaboration help increase tolerance and understanding between the two peoples? Give possible reasons for the limitations South Korea places on cultural imports from Japan? Are you aware of similar policies in the United States or in other parts of the world? If so, describe these in detail.
3. Teen singer Nana Fukuda has been charged with recording a song to promote friendly ties between South Korea and Japan. This song is entitled "The Goal of Friendship." Review the video segment with students and discuss the tensions that exist between the two nations? What are their origins? Why does animosity continue as a result of long-standing rivalries? Divide the class into small groups and ask them to compose lyrics to a song that would help foster understanding between these traditional enemies. Ask groups to read or perform their songs for the class.
4. Have students trace the history of World Cup soccer. The idea for the World Cup was French in origin, and the first series held in 1930. Invite students to assemble a collection of significant World Cup events and statistics. Ask them to include such facts as host nations, all-time champions, all-time attendance, most goals by a player, past MVP's, highest scoring matches, most goals in a match, and tournaments that occurred within a political and social context. Compile this information into a "World Cup Stat Book" to add to your classroom library.
5. Guide students in an examination of sports as international diplomacy. How does co-sponsorship of the World Cup encourage Japan and South Korea to improve relations in other areas? How does participation in such events force other nations to ignore political differences? Divide the class into small groups representing each member of the Fédération Internationale de Football Association. Ask each group to devise a presentation to "introduce" its country and team to the other participants, with the ultimate goal of increasing mutual respect and cultural awareness.

LINKS:
http://aulos3.mainichi.co.jp/worldcup/english/
http://www.accesskorea.com/wcsg.html
http://www.koreascope.org/english/sub/1/1/index7-b.htm

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Editor's Note

TODAY'S NEWS TERMS

segregation
impeachment
civil rights
censure
populist
malfeasance
treason
misdemeanor

CNN NEWSROOM WORLDVIEW

Border War Effects

1. What two nations are engaged in a border war over Kashmir? According to the video, what evidence exists to support the claim that this conflict is intensifying? How is the war affecting life in this region?
2. Direct groups of students to conduct research to learn more about the nature of the conflict over Kashmir. Why do both India and Pakistan claim this region? Have groups share their findings. Discuss student opinions on the likelihood of escalation of this conflict. Why does the prospect of all-out war between India and Pakistan frighten many in the international community? In students' opinions, can anything be done to prevent a full-scale war? Discuss.

LINKS:
http://207.159.86.8/Geography/
http://www.pak.gov.pk/govt/kashmir/kashmir(facts).htm
http://head1.yahoo.com/Full_Coverage/World/India/

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Taking Care of Business

Asian Distress Sales

1. What is Thailand's government doing to ease the economic crisis there? What is the FRA? How is this agency making assets of failed companies attractive to American investors? Why is Thailand a "bargain land" for those wishing to invest capital there?
2. Ask students: If you were an investor, would you consider purchasing the assets of failed businesses in Thailand? What makes these investments good/bad risks? Have students consult the Internet and other resources to examine the current economic situation in Thailand and the prospects for improvement. Challenge each group to arrive at a consensus regarding where they would invest their money and why.

LINKS:
http://www.asiarisk.com/thail.html
http://www.gorp.com/gorp/location/asia/thailand.htm

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Royal Rose Grower

1. Who is Keith Zary? In what field has he achieved fame? How does he explain his success? What are some of the awards he has received?
2. What is horticulture? If possible, arrange for a class visit to a local nursery or have a horticulturist bring some ornamental plants, such as flowers and shrubbery, to your classroom. Have the expert explain what

a "hybrid" plant is and how such a plant is created. Assist students in learning more about the kinds of flowers and shrubs that can be grown locally, and the unique characteristics of your local soil and climate that make their growth possible. Have each student select one locally-grown flower, tree or shrub and draw or find a picture of that plant, as well as conduct research to gather basic facts about it. Have all students edit and combine their information into a "Horticulturist's Guide to (Your Town)" and donate the work to your school media center.

LINKS:
http://www.halcyon.com/cirsium/rosegal/links.htm
http://www.rose.org/Page3/1998.html
http://www.agnet.co.uk/hortic.htm

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Inside North America

Surfer Girls

1. What has Jennifer Ramsey done to promote the sport of surfing for women? How is marketing helping women's surfing to grow as a professional sport? Can you think of any other sports where women have not traditionally been the main participants? Explain. Are any of these sports becoming more popular? Consider recent growth in popularity in sports such as women's professional basketball and bodybuilding. What factors do you think are responsible for the growing interest in these sports?

LINKS:
http://www.boardz.com/97/sep97/surfergirl.html
http://www.surfergrrl.com/index.html

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Editor's Note

TODAY'S NEWS TERMS

Kashmir
artillery
auction
portfolio
horticulture
hybrid
surfing
adrenalin rush

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CNN NEWSROOM WORLDVIEW

September 16, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:20**	1:20
Top Story	-What is censure? -The public and the pundits disagree over the future of the Clinton presidency.	5:50	7:10
In the Headlines	CRASH INVESTIGATION UPDATE	:35	7:45
Business Desk	State governments are promoting savings among the poor with new programs.	3:10	10:55
Look Ahead	Starting Sept. 28th: SETTLING AMERICA, a trip back to the colonies	:50	11:45
Artistry in Action	William Sidney Mount's art gave Americans a sense of themselves.	4:05	15:50
TOSS TO CNN NEWSROOM WORLDVIEW		**1:00**	16:50
Top of the World	Indonesian children do their part to bring food to the family table.	2:40	19:30
Did You Know?	The Cuban camel comes in all colors, drinks diesel, and carries 350 passengers.	3:00	22:30
Taking Care of Business	The latest market information is up in lights on Broadway, for all to see.	2:15	24:45
Information Please	A traveling exhibit highlights the history of World War II from a Russian perspective.	2:45	27:30
	CNN NEWSROOM CLOSE	**:30**	28:00

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Instructional Programs From CARTOON NETWORK

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Top Story

Investigating the President

1. According to the video, how does censure represent a symbolic middle ground for lawmakers? Who was the last senator to have been censured? What were the circumstances behind this censure? Does the U.S. Constitution specifically address censure of the president? Has it been done before? Explain. What happened to this censure three years later? How might censure of the president satisfy those who follow government "by the polls?" In the case of Andrew Jackson, how did censure backfire? Do you think a censure of President Clinton could ultimately help him? Why/why not?

2. Yesterday Senator Frank Murkowski (R-Alaska) introduced a resolution asking President Clinton to bear the $4.4 million expense of the investigation into his activities. Many Republicans support this idea, citing the reprimand and $300,000 fine leveled against Speaker Newt Gingrich over a year ago by the House Ethics Committee for providing misleading information about a course he taught. Provide this information to students, then direct them to the websites below and to other resources to learn more about the Murkowski resolution and the action taken against Speaker Gingrich. Have each student write a position paper indicating whether he/she supports censure, fine, impeachment, or no action against the president, along with his/her rationale.

3. Why do you think the media and the public are at odds over the issues of impeachment/resignation of President Clinton? Who is David Broder? What is his view on the future of the Clinton presidency? Do you agree with the claim that the public has "a very cynical view of Washington leaders?" Explain. If this assertion were true, could such a widespread sentiment have negative effects on the U.S. political system? Discuss.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1998/09/15/starr.report/
http://cnn.com/ALLPOLITICS/1997/01/17/gingrich.ethics/index.shtml

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Business Desk

Savings for the Poor

1. Explain how the Pennsylvania Family Savings Account Program works. Who is eligible? What are the requirements? How does the program help disadvantaged families save money? What does this program mean to those who participate in it? Discuss what you think the state gets in return for its investment.

2. What is the definition of "poverty level?" According to information given in this story's lead, what is the approximate income for a family of four living at the poverty level? Why do you think saving money is not a priority for a family in this circumstance? Do you think the Pennsylvania program is a good idea? Why/why not?

3. It is no secret that Americans are not savers; in fact, more Americans are spending more and saving less than ever. Ask students how they would promote saving and investing money in a culture where saving is not often a priority. Divide students into small groups and have each choose one aspect of savings or investment to investigate. Groups will want to consider such approaches as savings accounts, the stock market, bonds, IRA's, and the like. The second and third websites below should offer some guidance. Have each group make a formal presentation of its chosen method of saving or investing, and explain the pros and cons of each in terms of risk and potential rate of return.

LINKS:
http://www.jacksonville.com/tu-online/stories/020198/Sunedit2.html
http://www.usatoday.com/money/wealth/msav.htm
http://www.usatoday.com/money/wealth/mmak.htm

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Artistry in Action: William Sidney Mount

1. Who was William Sidney Mount? Describe the times and the setting in which he lived. How was he a "first" among American artists? What were the subjects of most American artists' paintings before Mr. Mount's time? What did Mr. Mount's paintings say about America?

2. At the end of the report we are told that William Sidney Mount's paintings "gave Americans a sense of themselves." Ask students to consider what it means when art gives people a sense of identity. Then challenge each student to find a photo or copy of a piece of art that helps define the U.S. during its time. Have each student locate information about the work's artist as well as the events that were taking place when the work was created or how the subject of the work reflected its time. Direct students to present their findings to the class.

LINKS:
http://cgi.pathfinder.com/time/magazine/1998/dom/980907/the_arts.art.downhome_p32a.html

http://www.pbs.org/wnet/ihas/icon/mount.html

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Editor's Note

TODAY'S NEWS TERMS

expunge
family savings account
Andrew Jackson
money management
pundits
spoils system
cynicism
William Sidney Mount

CNN NEWSROOM WORLDVIEW

Of World

Indonesian Children

1. What is the primary means Indonesian children use to generate income? Why is food scarce for many Indonesian families? What social and political complications are associated with widespread hunger? What are the physical and psychological side effects of low-grade malnutrition? How are UNICEF and other relief agencies helping to address the crisis? What additional steps should be taken to solve the problem of hunger in Indonesia?
2. Encourage students to research conditions for Indonesia's children in the face of famine and poverty. Direct them to the websites below and to other resources to gather information about the situation. Ask students to investigate the programs being implemented by UNICEF and other international aid agencies to address hunger in Indonesia and throughout Asia. Divide the class into small groups and have each produce a short public service announcement summarizing the problem. After each group presents the results of its research in class, follow up with a discussion of possible solutions to the Indonesian famine.

LINKS:
http://cnn.com:80/WORLD/asiapcf/9809/15/indonesia.famine.ap/
http://www.earthtimes.org:80/sep/healthindonesiaslatestsep14_98.htm

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Did You Know?

Cuban Camel

1. What exactly is the Cuban "camel?" Why did officials devise this form of transportation? What are its advantages? Name some disadvantages. In your opinion, do the camel's assets outweigh its discomforts? Explain.
2. How does the camel illustrate the standard of living for the average Cuban? What is the general attitude displayed by the riders interviewed in the video segment? What makes the camel

unique? To what other forms of public transportation could the camel be compared?

3. Even though the camel can be a bumpy ride, it is an economical and efficient means of public transportation. Challenge students to devise alternative modes of mass transit to serve cities or metro areas with large, concentrated populations. Ask them to consider fuel economy, pollution control, affordability and accessibility for passengers, safety, speed, comfort and convenience. Students should present their designs in class and explain their rationales. Allow the class to debate the relative feasibility of each plan. Mount a display of student work.

LINKS:
http://www.cubafreepress.org/art/cubap971224b.html
http://www.einaudi.cornell.edu/LatinAmerica/cuba/camel.jpg

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Taking Care of Business

Wall Street Neon

1. Why are Wall Street firms advertising with signs on Times Square? What is the traditional image associated with the area surrounding 42nd and Broadway? How has this changed in recent years? In what way are the Times Square displays "a reflection of society?" Do you agree with the video segment that information is the primary element of marketing and advertising? Why or why not? Discuss the concept of the market becoming more "democratic." How is the introduction of financial neon signs indicative of this trend?

LINKS:
http://www.metropolismag.com/new/content/cities/fe98vc.htm
http://www.metropolismag.com/new/content/cities/fe98pvc.htm
http://www.previewtravel.com/CloseUps/Times_Square/

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Information Please

Through Russian Eyes

1. Why was World War II such a volatile period in Russian history? What were some of the major trials and triumphs of the Red Army during the war? What is the focus of the traveling exhibit now being shown in Washington? Why would the display have been "unthinkable" ten years ago? How do the artifacts recall the sacrifice of the Soviet people? Why did World War II so directly affect the Soviet public, in a way that U.S. citizens find hard to understand?

2. Invite students to view the history of World War II "through

Russian eyes." Have small groups conduct research to adapt a historical account from a textbook or encyclopedia to more strongly reflect the Soviet viewpoint. Follow up with an analysis of each passage. Ask students: Why are many U.S. citizens unaware of the Soviet contribution to the war effort?

LINKS:
http://sunsite.unc.edu/expo/soviet.exhibit/wartime.html
gopher://gopher.tamu.edu:70/11/.dir/soviet.ww2.dir

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TODAY'S NEWS TERMS

UNICEF
marketing
famine
Times Square
"camel"
Red Army
public transit
Reichstag

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CNNSB Student Bureau

CNN NEWSROOM WORLDVIEW

September 17, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:20**	1:20
Top Story	Russia faces a continuing financial crisis and political uncertainty.	4:25	5:45
In the Headlines	CLINTON PRESS CONFERENCE	1:00	6:45
Science Desk	Scientists discover proteins that promote the healing of wounds and stimulate tissue repair.	2:40	9:25
Science Desk Extra	-New images from the Galileo spacecraft shed light on Jupiter's rings. -Researchers share new revelations about the memories of birds.	1:00	10:25
Our World	Teens are outrunning the cops in souped-up cars, and it's all legal.	2:15	12:40
	TOSS TO CNN NEWSROOM WORLDVIEW	**3:00**	15:40
Top of the World	A dispute over symbolism at Auschwitz threatens the future of Jewish-Catholic relations in Poland.	2:40	18:20
Inside North America	Thirty years after his plane went down, Lt. Joe Dunn's family wrestles to deal with their personal loss and the loss of faith in their government.	9:00	27:20
	CNN NEWSROOM CLOSE	**:40**	28:00

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Top Story

Crisis in Russia

1. List the possible causes of the ruble's instability. Why would ceasing to print more currency be a short-term solution? What other complications could such a move create?
2. Why are representatives of the International Monetary Fund reluctant to pay the upcoming four billion dollar installment of its loan to Russia at this juncture? Why is the Russian government having difficulty devising a unified policy to stop the ruble's plummet? Define inflation. What are some "second-step" remedies for inflation? How is Russia's financial crisis becoming a vicious circle?
3. Why has Prime Minister Primakov ordered government officials not to talk to journalists? Do you agree with his policy? Why or why not? What is the possible role of the private sector in helping to respond to the emergency? How might speculation harm government efforts to put together a workable strategy? What does Primakov's edict imply about the current state of democracy in Russia?
4. Ask students to research the economic and political crisis in Russia and list contributing factors. Divide the class into four groups, representing the new Russian government; the private sector, including business leaders and consumer groups; officials of the International Monetary Fund; and journalists. Each group should draw on the research to compose position statements relating to the current situation in Russia. Students should present their statements in class. Follow up by holding a discussion of the points of agreement and points of conflict between each group, with the "journalists" acting to clarify and moderate. What is the starting point to solve the crisis? How can the interested parties best work together? What problems must be overcome?

LINKS:
http://cnn.com/WORLD/europe/9809/15/russia.pain/index.html
http://www.policy.com/issuewk/98/0202/020298b.html

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Science Desk

Wound Healing

1. What is Regranex? How was this drug developed? How are the proteins used in Regranex the direct opposites of cancer inhibiting proteins? For what purpose is the drug currently approved? What other applications do medical researchers believe it may have in the future?
2. Review the video segment to define "growth factors." How do these proteins act upon wounds and damaged tissue? What modifications might be necessary to make the drug appropriate for the repair of internal tissue, such as the heart muscle, stomach, or intestines?

3. Regranex is currently used to stimulate healing of external wounds, particularly foot ulcers that are a secondary effect of diabetes. Hopefully, in the future, growth factors can be adapted to heal damaged tissue caused by strokes, stomach ulcers, or heart attacks. Direct students to the websites below to investigate the workings of Regranex. Discuss the scientific method with the class. Ask students to develop a hypothesis concerning future study of growth factors. Write this hypothesis on the board. Next, have the class brainstorm a series of questions researchers must ask to develop additional uses for growth factors. Follow up by having them design an experiment, following the scientific method, that would test the hypothesis and promote future development of these proteins to treat internal tissue damage.

LINKS:
http://www2.hoxworth.org/hoxworth/bloodfacts.htm
http://www.pslgroup.com/dg/4e4da.htm
http://www.medsitenavigator.com/alerts/12_18_97.html

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Science Desk Extra

1. What phenomenon forms Jupiter's rings? Why are this planet's moons covered with craters? How are the moon craters and rings interrelated? How has the Galileo spacecraft allowed astronomers to learn more about Jupiter? What inferences about the solar system can scientists make from this data?

2. Why do you think researchers conducted a study about bird memory? What are the similarities between the memories of birds and those of humans? What did you have for dinner last night? How did you recall that fact? Describe "event-based memory." What other types of memory do you employ in everyday situations?

LINKS:
http://nssdc.gsfc.nasa.gov/planetary/galileo.html

http://www2.nando.net:80/newsroom/ntn/health/091698/health14_17409_noframes.html

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Our World

Teens Vs. Cops

1. What is the purpose of the Sonoma County drag racing program? What range of cars are provided for the teen drivers? Which would be your ideal choice for such an activity? Explain. What are the positive results

of the racing program for teens? For the police?

2. What is your perception of law enforcement officers? What types of experiences caused you to form these impressions? How might activities such as the one in the video segment cause people to change their ideas about the police one way or another? What other methods might law enforcement agencies use to foster good community relations?

3. Challenge small groups to design "team building" programs and activities to promote positive relationships between law enforcement and the citizens of your community. The last website below is given as an example of one such effort, an Internet search using the keywords "police sponsor youth program" will prove effective in generating ideas. Instruct students to attempt to involve as many participants as possible and consider the feasibility of funding and sustaining the program on a long-term basis. Allow groups to present their ideas to the class. Students may vote to adopt their favorite and compose letters to the appropriate officials outlining the proposal.

LINKS:
http://www.compuology.com/cagenweb/snomacty.htm
http://www.metroactive.com/papers/sonoma/03.26.98/best-kids-ed-9812.html
http://www.ci.dover.nh.us/police/youthathletic.htm

Editor's Note

TODAY'S NEWS TERMS

IMF
proteins
inflation
growth factors
price controls
Galileo
ruble
event-based memory

CNN NEWSROOM WORLDVIEW

Of World

Auschwitz Crosses

1. Why was there, at first, one cross outside what was once the concentration camp at Auschwitz? Who else besides Jewish people suffered torture and execution at the hands of the Nazis during the Holocaust? How was the cross initially intended to represent their suffering? How has the intent of this display changed? Who is putting crosses on this site now? Why are Polish Jews upset over this display? What effect has the situation had on Jewish-Catholic relations in Poland?

2. In the video we are told that ultimately the Polish government may have to decide whether the crosses stay or go. How do students feel about this dispute? Review what the Holocaust was, when it occurred, and its legacy of horror and sadness. Assist students in conducting research to learn more about the Holocaust and its victims and have them share their information. Challenge each student to write an essay offering his/her solution to the dilemma of the religious symbols at Auschwitz. Should the crosses stay or be removed? In students'

opinions, is the principle behind each side's position worth the negative effect the outcome could have on Jewish-Christian relations worldwide?

LINKS:
http://encarta.msn.com/index/concise/0vol17/02b70000.asp
http://www.bnaibrith.org/pr/polpresi.html
http://ajc.org/press_releases/rudinawd.htm

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Inside North America

Lost Lieutenant

1. Where and when was Lt. Joe Dunn's plane shot down? In what war was the U.S. engaged at this time? What evidence is there that he survived the plane crash? What options were available to American military officials to save him? What was their ultimate decision? Why did then Defense Secretary Robert McNamara advise President Lyndon Johnson not to order a rescue operation? How did Ms. Dunn and her son recently learn of these events?

2. How does Maureen Dunn describe her relationship with Joe? How did she feel upon hearing the news that his plane had been shot down? According to the video, what Joe Dunn's family resents the most is that he "was never, ever a 25-year old kid to those people who sat in the White House that day." Ask students what they think this quote means. Why, after reading the recently-released documents surrounding this incident, might one believe that Lt. Joe Dunn was "just a number" to those pondering his very survival? Do you think there are times when military leaders are justified in making these kinds of decisions? Explain.

3. Although the Pentagon officially declared his father dead in 1982, Joe Dunn Jr. is still dealing with the circumstances surrounding his father's disappearance. What questions does he have? How do you think his decision not to accept an appointment to the Naval Academy reflected his sentiments about the way the government handled his father's case? What did Joe Jr. and his cousin do to try to find any traces of Joe Dunn? What did they learn? Describe how Joe Jr. reached his moment of truth and closure regarding his father's death.

4. What happened when Maureen Dunn came face-to-face with Robert McNamara years after Joe's disappearance? What did she ask of Mr. McNamara? How did he respond? Why does Mr. McNamara wish not to be interviewed about the incident? Do you think the record should stand for itself? Do you think under similar circumstances today the U.S. government would take the same action? Why/why not?

5. Use this opportunity to help students learn more about the Vietnam War and its effect on politics both at home in the U.S. and abroad. Have students work in small groups to learn about U.S. involvement in Vietnam and the reactions military intervention precipitated on the domestic front. Have students share their findings. Discuss reasons

why Secretary of State Dean Rusk, Defense Secretary McNamara and President Johnson were unwilling to risk a possible confrontation with China in an attempt to save Joe Dunn.

6. What are POW's and MIA's? Many families of these individuals are still looking for closure, still attempting to find out what happened to their loved ones captured or missing during the Vietnam War. Have groups of students use the Internet and other resources to learn more about their efforts. Ask students where they would go if they wanted to find information about a relative lost in an armed conflict, and how they would keep the memory of that person alive.

   EXTENSION: Years ago, many people wore POW-MIA bracelets bearing the names of those missing or captured in Vietnam. In this story we learn that Joe Dunn Jr. wore his Dad's bracelet which he tossed into the sea as a part of his personal closure. Ask students to ask older family members if any of them wore POW-MIA bracelets. If so, did any of the wearers learn the fate of those whose names they carried with them? Discuss why this gesture was one of both support for individuals who gave the ultimate sacrifice as well as a part of America's healing process during and after the war.

LINKS:
http://www.yahoo.com/Government/Military/Veterans/Vietnam_War/
http://www.lib.duke.edu/reference/subjects/vietwar/vietwar.htm
http://www.personal.psu.edu/users/a/f/afd108/mcnamara.htm
http://globetrotter.berkeley.edu/McNamara/mcnamara1.html
http://www.yahoo.com/Government/Military/Veterans/
Vietnam_War/POW_MIA/

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Editor's Note

TODAY'S NEWS TERMS

Auschwitz
crematorium
extremist
Lt. Joe Dunn
Dean Rusk
Robert McNamara
Lyndon Johnson
Gulf of Tonkin

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CNN NEWSROOM WORLDVIEW

September 18, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:20**	1:20
Top Story	Washington remains in turmoil as the debate over the President's conduct overshadows the business of state.	5:15	6:35
Student Bureau	CNN and Turner Learning announce the inauguration of a new Student Bureau.	3:20	9:55
Editor's Desk	At this fast food joint, your burger comes with fries and Internet access on the side.	2:45	12:40
Our World	New York's school security becomes an official arm of the police department.	2:30	15:10
TOSS TO CNN NEWSROOM WORLDVIEW		**2:00**	17:10
Top of the World	Ethnic Chinese have made significant contributions to Vietnam's culture and history.	4:10	21:20
Information Please	Telecommunications looks to solar power to meet customer needs in the future.	2:35	23:55
Culture Watch	Buddhism is making a comeback in China.	3:00	26:55
Short Take	Classic Italian opera echoes through the Forbidden City.	:30	27:25
	CNN NEWSROOM CLOSE	**:35**	28:00

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Top Story

Investigating the President

1. What is the decision facing the House Judiciary Committee? Why does the Clinton administration oppose the release of the videotapes? What reasons do Republican legislators give for demanding public access to the President's grand jury testimony? With whom do you agree? Explain.

2. Why is the President having difficulty in carrying on "business as usual," even among his allies? What seems to be the prevailing mood among the public? Among Democratic politicians? Among Republicans? In your opinion, what steps should Clinton take at this point in time?

3. Why do Republicans want the FBI to investigate the White House? How is the administration responding to these new allegations? What are the political implications of these developments?

4. Testimony before a grand jury is considered confidential and the workings of a grand jury are generally conducted in secrecy. The White House claims it is surprised by the expected release of the tape of Clinton's testimony, though Ken Starr never promised to protect the President's privacy. According to the video segment, 70 percent of Americans say they oppose the release of the tape to the public. Invite students to conduct their own informal poll of family members, schoolmates, teachers, and local citizens. Have them research the precedents for the secrecy of grand jury testimony by visiting the first website below. Based on the information they gather, have them work together to compose a list of simple survey questions aimed at determining the "pulse of the public" in your area relating to the release of the tapes. Follow up with an analysis of the results. Do they reflect those of the national poll as reported in the video segment? How might the precedent set by the release of the tapes affect future grand jury proceedings?

LINKS:
http://www.sound.net/~duncan10/qrxq6the.htm
http://www.udayton.edu/~grandjur/federal.htm
http://www.cnn.com/ALLPOLITICS/stories/1998/09/17/clinton.marriage.ap/

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Student Bureau

Today, the founding of CNN Student Bureau was announced in New York. CNN SB will offer students an opportunity to air their video work internationally on CNN NEWSROOM. Reports also may run on cable affiliates' access channels and, potentially, on the networks of the CNN News Group. Print news stories written by students will be published on the Turner Learning website.

Participation in the CNN SB is open to high schools and universities worldwide. As a high school program, CNN SB is integrated into journalism, English, or history departments; as an inter-disciplinary program; or as a club. At the university level, CNN SB works with mass communication and journalism departments. Schools and institutions apply through local cable operators to participate.

For more information on the CNN SB, or to enroll in the program, please visit the websites below or call Turner Learning at 1-800-344-6219.

LINKS:
http://learning.turner.com/sb
http://nt.excite.com:80/news/bw/980917/turner-learning

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Editor's Desk

Cyberburger

1. What is a "cyber cafe?" How is this Manhattan Burger King a new twist on this business trend? Why did owner Peter Abramson think the concept would prove a success? What is the appeal to patrons?
2. How does the CyberBurger King illustrate the values of society? Why do you think people are moving away from the traditional meal in a sit-down restaurant? What other innovations do you envision to provide wider computer access to the public at large?
3. The world today is moving so quickly, many people cannot take the time to consume a burger and fries without working, learning, or communicating. Discuss this idea with the class. Ask students to envision the changes taking place in society at a rapid pace. Ten years ago, students or businesspersons could not imagine such a place as a cyber cafe. Wrap up the discussion by inviting students to let their fancies fly. Have them write science fiction stories which begin in the setting of the Manhattan CyberBurger King. Compile and publish these in a collection for your classroom library.

LINKS:
http://members.tripod.com/~lisab/bkhomepage.html
http://www.fordmgtsvc.com/cafe/index.html

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Our World

Police In School

1. Why are the New York School Security Officers joining the NYPD? What advantages does this offer to the schools, students, and community? What are the possible disadvantages? Why do critics oppose the merger? Do you feel that stringent school security is necessary and justified? Explain. Are you willing to sacrifice personal freedoms or submit to strict measures, such as searches or metal detectors, to enjoy greater safety? Why or why not?

2. Provide an open forum for students to share their thoughts and opinions about school safety. You may wish to organize a formal debate of the issues surrounding security vs. student rights. Also, encourage students to write editorials for the school newspaper with suggestions for reducing and/or preventing school violence.

LINKS:
http://cnn.com:80/US/9809/17/ny.school.cops/
http://cnn.com:80/US/9805/22/school.reduced.violence/index.html
http://cnn.com:80/SPECIALS/1998/schools/

Editor's Note

TODAY'S NEWS TERMS

Judiciary Committee	**Henry Hyde**	**grand jury**	**testimony**
confidentiality	**Student Bureau**	**cyber cafe**	**NYPD**

CNN NEWSROOM WORLDVIEW

Top Of The World

Vietnam's Chinese

1. By what name was Ho Chi Minh City formerly known? What part of this city is home to many of Vietnam's ethnic Chinese? How is their culture being kept alive? According to the video, in what ways has the ethnic Chinese population of Vietnam contributed to the country's history and culture? Why were Chinese businesses targeted by the communists after the fall of Saigon in 1975? What is the driving force behind today's acceptance of the ethnic Chinese in Vietnam?

2. Vietnamese society is a largely homogeneous one. Ask students to define the term "homogeneous" in class discussion. Have them work in groups to search the Internet and other resources for information on the ethnic groups that comprise the population of Vietnam, and share their findings. Compare student findings about Vietnam's demographics to the ethnic diversity of the United States. Generate a class discussion about the political, social and economic advantages of ethnic

diversity. Are there ever any problems associated with heterogenous societies? Discuss.

LINKS:
http://www.asiatour.com/vietnam/e-01land/ev-lan13.htm
http://www.asiagateway.com/vietnam/country/index.html
http://www.cathaypacific-air.com/our_services/destinations/html/SGN_l.html

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Information Please

Solar Flyer

1. Why is the telecommunications industry interested in a prototype of a former Cold War spy plane? Why are telecommunications entrepreneurs attempting to "exploit the stratosphere"? How are these satellite-planes powered? Explain how solar-powered light planes used as satellites could offer an efficient telecommunications alternative to traditional satellites.
2. Invite an expert from the telecommunications industry to explain the science behind modern communication. Discuss the means by which everyday devices such as cellular phones and cable television allow for instant communication. What are the limitations of these devices and the means by which they are currently powered?
3. Use this opportunity to introduce students to solar power. Divide students into small groups and have each use their texts and other resources to learn more about solar power and how it works. Then have each group choose one application for solar power and either create a detailed drawing or model of the device that employs this energy source or create a new device that could rely on solar energy as its power source. Hold a "Solar Power Trade Show" and display group drawings/models. Present an award to the effort that best illustrates the use of solar power.

LINKS:
http://ourworld.compuserve.com/homepages/bhuebner/what_is.htm
http://www.chatlink.com/~soltherm/
http://www.eren.doe.gov/erec/factsheets/

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Culture Watch

China Buddhism Revival

1. How is life in a Buddhist temple different from life in Chinese society? What happened to the temple in the video during Mao's Cultural Revolution? Why do you think the Red Army

tried to destroy this temple? Why is Buddhism now making a comeback in China?

2. What was the Cultural Revolution? How did it change the political and social landscape of China? Have students work in groups to learn more about the Mao Zedong's Cultural Revolution, focusing on its effects on Chinese society, especially on religious practices. Share group findings. Discuss reasons why, after years of oppression, religion appears to be experiencing somewhat of a rebirth in China.

LINKS:
http://www.ualberta.ca/~slis/guides/religion/buddhism.htm

http://www.pathfinder.com/@@RNHmuqKQNQAAQCOu/asiaweek/95/1215/feat4.html

http://www.vtex.net/samson/papers/berger.htm

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Special Note:

October is UNICEF month. U.S. children have collected more than $100 million for the survival, protection and development of needy children worldwide by going door-to-door on Halloween with UNICEF's trademark orange boxes. Inspire your students to participate in this tradition by enrolling for FREE educational materials. Call 1-800-344-6219.

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Editor's Note

TODAY'S NEWS TERMS

Saigon
solar cell
Mandarin
materialism
stratosphere
Buddhism
prototype
Chairman Mao

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CNN NEWSROOM WORLDVIEW

September 21, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:20**	1:20
Top Story	The Clinton Administration braces for the worst as videotapes of the president's testimony are released today.	4:50	6:10
In the Headlines	CLINTON ADDRESSES THE U.N. UNREST IN MALAYSIA SWEDISH ELECTIONS HURRICANE GEORGES HEADS FOR LEEWARDS	2:00	8:10
Environment Desk	Researchers study polar ice to learn more about global warming.	3:10	11:20
Environment Desk Extra	Over-fishing threatens the Patagonian Toothfish with extinction.	3:05	14:25
	TOSS TO CNN NEWSROOM WORLDVIEW	**1:00**	15:25
Top of the World	Many Mexicans look across the U.S. border with hopeful eyes.	2:50	18:15
Fast Fact	Bermuda was discovered by Spanish explorer Juan de Bermudez.	:20	18:35
Special Series	This week, Worldview examines the long and rich history of the Caribbean island of Bermuda.	6:00	24:35
Culture Watch	In Italy, the musical melodrama of the opera is a national obsession.	2:35	27:10
	CNN NEWSROOM CLOSE	**:50**	28:00

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Instructional

Top Story

Investigating the President

1. Why are the White House and congressional Democrats worried about this morning's release of President Clinton's videotaped testimony? Do you think they have reason to be concerned? Explain. Senator John Kerry, a Democrat, is advising President Clinton to go before the House Judiciary Committee and offer his explanation "under oath." Do you think this is a good idea? Why/why not? If you were an advisor to the president, would you recommend this action? What do you think the President could hope to gain by appearing in person before the committee that will ultimately decide his political fate?

2. How are Republicans defending the Judiciary Committee's decision to release the videotapes today? What "spin" are Democrats putting on this event? Write these two quotes from the video on the board: From the Democratic side, "This is a political process and a political attempt to embarrass the president and get him out of office." From the Republican side, "...the American people need to see the truth, no matter how bad the truth looks. They need to face the reality of the seriousness and the graveness of what we are undertaking." Challenge each student to select one quote and write an essay that analyzes the quote and offers a rationale for its support. Have students share their essays.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1998/09/20/starr.talk/
http://cnn.com/ALLPOLITICS/stories/1998/09/20/newsweek.poll.ap/

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Environment Desk

Thin Ice

1. Where are researchers studying ice formation and melting? Why? To what larger issue is the melting ice linked? What evidence of warming have the researchers found?

2. What might be the consequences of global warming and subsequent ice cap melting? About how large is the Arctic Ice Cap now? What do these scientists predict will happen to it in the next few decades? What do you think can be done to prevent this?

3. The impetus for this research may be Climate Change 95, a report issued by the Intergovernmental Panel on Climate

Change, or IPCC (see the first website below). Since that time serious debate has ignited concerning the findings of overall global warming. Some scientists disagreed with the findings in the report (see the 2nd website). Another group of scientists have done research which suggests that volcanic activity is causing global cooling to the point that it actually offsets global warming (see the 3rd website). Working in small groups, have your students research the global warming/global cooling theories, using the web sites below as well as other print and electronic media, and prepare a global weather forecast for this date fifty years from now. Make sure students include a rationale for their forecasts that mentions data from one or both sides of the ongoing climate change debate.

LINKS:
http://www.ipcc.ch/cc95/wg1.htm
http://www.junkscience.com/news/robinson.htm
http://detnews.com/1997/nation/9709/10/09100010.htm

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Environment Desk Extra: Toothfish Threat

1. What is the WWF? Why is this organization releasing a video about the ecological dangers of over-fishing? What species is the focus of this video? By what other names is the Patagonian Toothfish known? Where is the Patagonian Toothfish found? What is the Australian Navy doing to try to curb illegal fishing of this species? Why are some fishermen apparently willing to break the law in order to net Toothfish?

2. How could over-fishing have ripple effects on other species and the ecology of these waters? Have students work in groups to determine, through research, the ecological effects of over-fishing. Groups will want to focus how a break in the food chain affects other species and the ocean habitat. Direct each group to express its findings in either a chart, diagram, or flow chart on poster board. Post student work around the classroom.

LINKS:
http://www.aquanet.com/news/newslist/5_2_97.htm
http://www.africanews.org/business/stories/19980420_feat35.html

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Editor's Note Editor's Note

TODAY'S NEWS TERMS

partisan politics
Ice Cap
"spin"
poaching
Arctic Circle
fishery stocks
global change
commercially extinct

CNN NEWSROOM WORLDVIEW

Of World

Mexican Immigrants

1. Why are conditions particularly harsh for would-be immigrants in the territory surrounding Mexicali? Why are many Mexicans willing to brave immense obstacles to cross into the U.S.? How has the U.S. discouraged crossings into San Diego? Suggest measures to increase security and safety in the Mexicali Desert.
2. What are the major causes of death among those who try to enter the U.S.? Why do some officials believe estimates about the number of people who have died are low? How are the Mexican and U.S. governments working together to warn potential migrants of the dangers? Why do you think Mexican officials do not try to stop their citizens from leaving their territory? Do you agree with this policy? Why or why not?
3. Divide the class into two groups, representing the Mexican and U.S. governments. Have each group research its nation's policy concerning illegal immigration of Mexican nationals into the United States. Based on its findings, each group should compose a brief position paper to present in class. After each group has read its statement, hold a roundtable "summit" in which students try to identify points of agreement and points of conflict between the two nations. Write these on the board. Follow up with a discussion in which the two groups try to find a common ground to improve the situation along the border and decrease danger and death for those determined to brave the crossing.

LINKS:
http://www.ncpa.org/pd/immigrat/profiles.html
http://www.instanet.com/~vct/MOU.html
http://lib.nmsu.edu/subject/bord/

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Special Series

Special Series

Bermuda: Island of History, Part I

1. When and by whom was of Bermuda discovered? Why do you think the Spanish chose not to colonize the island? What event led to the colonization of Bermuda? How has the history of the island been closely aligned with ships and shipwrecks? Why did the British construct forts on Bermuda? How did the

American Revolutionary War mark a "turning point" for the small colony? Why has the island remained one of the most heavily fortified places on Earth?

2. Why was Bermuda so wealthy in its early history? What evidence of this prosperity and cultural richness exists to the present day? Why is the architecture distinctive? What would students of history, archaeology, and anthropology find particularly compelling about Bermuda?
3. Why do you think Bermuda, as opposed to former British colonies, never sought independence from Great Britain? What distinctions does Bermuda hold in English history? Why are the islands termed "The Gold of the West?" Suggest reasons Bermuda is one of the most financially successful places in the world. How has geography affected Bermuda's history?
4. This series, Bermuda: Island of History, is scheduled to run on CNN Worldview throughout the week. Launch a timeline project with students that begins with Bermuda's discovery in 1505-06 by Juan de Bermudez and continuing through the present day. Have students study a variety of resources, including Internet sites, reference materials, and the video segments, to gather data about Bermuda's rich colonial tradition. Mount a classroom display featuring the timeline and invite students to contribute additional information throughout the week.

LINKS:
http://www.bermuda-online.com/bolcult.htm
http://history1700s.miningco.com/library/weekly/aa041898.htm

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Culture Watch

Italy Tosca

1. Why are opera performances held in Rome's stadium? What would be the challenges of such a venue for the performers? For the audience? Why do some feel opera is better than sports? How does the bringing opera "to the masses" help cultivate a broader audience?
2. Encourage students to produce a short radio program aimed at educating young listeners about opera and operatic performance. Have them select a particular opera to research. Assign various productions jobs to individuals or small groups. Have students record excerpts from a production, summarize the plot of the opera, and collect "fun facts" surrounding the tradition of operatic performance, and compose biographies or profiles of singers that have excelled in particular roles. Ask students to collaborate in writing the script and producing and recording the final program. Play your show for other classes and ask for feedback.

LINKS:
http://operabase.com/level1/wige.html
http://www.r-ds.com/domingo/Articles/ny061781.htm

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Editor's Note

TODAY'S NEWS TERMS

- **immigration**
- **Bermuda**
- **emigration**
- **colonialism**
- **border patrol**
- **territory**
- **Mexicali Desert**
- **opera**

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CNNSB Student Bureau

CNN NEWSROOM WORLDVIEW

Program Calendar

September 22, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:20**	1:20
Top Story	**TEACHERS: PLEASE PREVIEW THIS SEGMENT.** The airing of President Clinton's testimony launches a political debate in Washington and in living rooms across the nation.	6:05	7:25
World Reaction	International citizens respond to President Clinton's situation.	1:15	8:40
Griffith-Joyner Obit	Florence Griffith-Joyner, triple gold medalist in Olympic track, dies at age 38.	2:50	11:30
International Desk	Faced with an influx of immigrants, Italy takes a tough stance against uninvited guests.	3:40	15:10
TOSS TO CNN NEWSROOM WORLDVIEW		**1:30**	16:40
Top of the World	**TEACHERS: PLEASE PRESCREEN THIS REPORT** Members of the international community are at odds over ways to prosecute those who engage in war crimes.	3:30	20:10
Special Series	Although still a colony in the British Commonwealth, modern Bermuda boasts a unique culture and strong economy.	7:05	27:15
	CNN NEWSROOM CLOSE	**:45**	28:00

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Investigating the President

1. What two contrasting "images" of President Clinton were presented to television viewers on Monday? In your opinion, did the videotaped testimony prove as damaging to the president as previously expected? Why or why not? In your opinion, does evading a question or omitting information constitute lying? Explain the rationale behind your answer and cite examples.
2. Analyze the following quotation: "...The politically correct thing to say is that all the decisions will not necessarily be politically correct."
3. The airing of President Clinton's testimony has launched a political debate in Washington and in living rooms across the nation. According to the video segment, both "sides" put out "talking points" to shape the arguments for and against censure or impeachment. The White House released a statement defending the president's legal innocence, and Republican leaders are sticking to accusations of perjury and calling for Congress to take punitive measures. Direct students to a variety of news sources to collect ideas and hold a brainstorming session in which they replicate potential "talking points" they expect to hear as the drama moves to the next stage.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1998/09/21/tape/white.house.html
http://cnn.com/ALLPOLITICS/stories/1998/09/21/congress.ap/
http://cnn.com/ALLPOLITICS/stories/1998/09/21/whats.next/

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Florence Griffith-Joyner Obit

1. What world records does Florence Griffith-Joyner hold? How did her personal style bring her renown, on and off the track? What changes did she bring to the realm of athletic competition? What challenges did she overcome to achieve success? What opportunities did "FloJo" find along the way? What does her perseverance say about her character?
2. Why did many suspect Griffith-Joyner of steroid use? How does her death add fuel to such rumors? Do you agree with her statement about having peace with oneself? What do you think she meant?

3. Encourage students to conduct research to compose a short tribute to the athletic accomplishments of Florence Griffith-Joyner.

LINKS:
http://cnnsi.com/athletics/news/1998/09/21/flojo_obit/

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International Desk

Italy Illegal Immigrants

1. Why is the influx of illegal immigrants into Italy steadily increasing? From where are most of them coming? What are the possible reasons they are fleeing their homelands? Why is Italy a convenient point of entry into Europe? How are Italian authorities responding to the escalating crisis? Why are the immigrants unwelcome? How does this represent a shift from Italy's traditional stance toward people entering the country?

2. Why are other European countries putting pressure on Italy to institute more stringent immigration laws? Do you think a "clear" message will discourage would-be migrants? Why or why not? In your opinion, is there a difference between refugees who are fleeing oppression and those who come to escape poverty and desperation? Explain. How might immigration policies be adjusted to account for different situations? What difficulties would be inherent in considering each case individually?

3. Lead a class discussion of the difference between legal and illegal immigration and invite students to examine the reasons nations have immigration laws. Ask students why such issues are often complex. Guide students to the websites below to expand their analysis of the illegal immigration crisis in Italy. Although it is not emphasized in the video segment, a major controversy surrounds the fact some immigrants are seeking political asylum, or are just "passing through" on the way to other places. However, their numbers can create grave hardship and some of the people entering the country represent criminal elements or have mental or physical health problems. Divide the class into two groups and help students write a resolution around which to organize a debate of this issue as it relates to Italy at this juncture. Follow up by expanding the dialogue to include the immigration policies and problems of other nations.

4. Italy's Parliament approved a new immigration law in February, 1998, which provides for tougher measures to deal with illegal migrants, including the possibility of detention prior to expulsion. UNHCR provided extensive comment and advice on the provisions relating to asylum seekers and refugees. The fourth website below outlines the Italian law and the UNHCR response. Divide the class into four groups, acting as the Italian government; the United Nations; leaders of other European nations; and immigrants seeking asylum. Each group should draw on the research to compose position statements relating to the situation

from the viewpoint they represent. Students should present their statements in class. Follow up by holding a discussion of the points of agreement and points of conflict between each group. Are there possible areas of compromise? Reconvene the class and ask students to collaborate on a resolution which attempts to address the concerns of all interested parties.

LINKS:
http://www.instanet.com/~vct/ITALLYILLEGAL012797.html
http://www.instanet.com/~vct/italyfreesillegals081298.html
www.usaforunhcr.org
http://www.unhcr.ch/unhcr/world/euro/italy.htm

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Editor's Note Editor's Note

TODAY'S NEWS TERMS

grand jury	**testimony**	**impeachment**	**perjury**
"FloJo"	**immigration**	**illegal immigrants**	**asylum**

CNN NEWSROOM WORLDVIEW

Tour Of The World

Prosecuting War Crimes

1. How did the international community deal with the atrocities perpetrated by the Nazis during WWII? What was the purpose of the Nuremburg Trials? Since Nuremburg, how has the global community reacted in response to acts of genocide? What is a tribunal? Why do you think these tribunals have been unsuccessful in prosecuting many war criminals?

2. According to the video, what nations are trying to block the formation of an international criminal court? Are you surprised that the U.S. is among these nations that oppose the court? Explain. Why is the U.S. opposed to an international criminal court? In theory, how could such a court be used against the U.S.? Do you agree or disagree with U.S. officials who believe the court could become a "powerful political tool" of those who oppose the actions of the U.S.? State your rationale.

3. The nature of many modern conflicts, civil conflicts within the border of one state (e.g., Rwanda, Bosnia), make the major powers less likely to want to sponsor military intervention. Generate a class discussion about the definition of sovereignty. Do students think that sovereignty should ever be superceded by a desire to prevent genocide? Encourage different views and open discussion on this topic.

4. What measures do students think should be taken to prevent genocide and if necessary, prosecute war criminals? Divide

students into groups. Have each take some time to research what has been tried in the past, such as the Geneva Convention and the Bosnia War Crimes Tribunal and share their findings. Then reconvene groups and challenge each to come up with a plan for addressing the atrocities of war. Groups may want to consider/recommend the international criminal court mentioned earlier, the establishment of a new UN agency, individual tribunals, new international laws, and any other measures they believe would be useful towards this end. Have each group share its ideas. Ask the class to evaluate the pros and cons of each. In spite of good intentions, do students think the international community is willing to see its law enforced? Discuss.

LINKS:
http://www.yale.edu/lawweb/avalon/imt/imt.htm
http://www.bosnet.org/petition/links.html
http://www.igc.apc.org/balkans/tribunal.html
http://www.hr/mprofaca/lawsorce.html

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Special Series

Special Series

Bermuda, Part II: Bermuda Today

1. What products and services have contributed to Bermuda's prosperity over the years? What distinction does Bermuda hold among colonies of the British Commonwealth? How long has the island been self-governing? Who is its current head of government? What title does she hold? Who choses the person to fill this position?

2. Describe Bermuda's legislature. Why do you think members of the Senate are appointed rather than elected? How does this also explain why the island has an appointed governor? What advantages do you think there are in being a colony of Great Britain? What are some of the disadvantages associated with this status?

3. How do residents of Bermuda get their drinking water? Explain how houses are designed for this purpose. Discuss the origin of "Bermuda shorts." Explain how this attire is both a practical choice and a fashion statement in Bermuda.

4. After viewing today's segment, what impressions do students have of modern-day Bermuda? After a brief discussion, group students and have each conduct research to learn more about Bermuda's economy, culture and politics. Have each group share its findings. Assist the groups in combining their information into a "Bermuda Factbook" and present this resource to your media center.

5. How does Bermuda's government and economy compare to that of other Caribbean states? Direct groups of students to each choose one nation or colony in the Caribbean and research its government and important information about its economy (e.g., imports,

exports, employment statistics). Have each group prepare a comparative analysis of its chosen nation or state to Bermuda. Groups may wish to simplify their findings and express them in a side-by-side comparison on poster board. Have each group present its comparison. What might Bermuda's neighbors learn from its government and economy? How might Bermuda benefit by adopting some of the political and economic ways of its neighbors? Discuss.

LINKS:
http://www.bermudasun.org/
http://www.caribbeansupersite.com/bermuda/govern.htm
http://www.theodora.com/wfb/bermuda_government.html
http://www.georgetown.edu/LatAmerPolitical/Countries/text.html

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Special Note:

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Editor's Note
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TODAY'S NEWS TERMS

Nuremburg	**tribunal**	**genocide**	**tourism**
commonwealth	**premier**	**Government House**	**Pamela Gordon**

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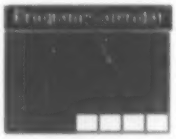
CNN NEWSROOM WORLDVIEW



September 23, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:20**	1:20
Top Story	With elections less than a week away, the race for Germany's chancellor appears to be tightening.	5:30	6:50
In the Headlines	CLINTON MEETS LEADERS OF JAPAN, SOUTH AFRICA	:40	7:30
Our World	President Clinton's videotaped testimony has not changed many minds in one civics class.	2:00	9:30
Business Desk	Developers believe a kids' mall can be a profitable business.	3:20	12:50
Look Ahead	Join us Oct. 2nd for a new series, COMMITMENT: COMMUNITY	:40	13:30
TOSS TO CNN NEWSROOM WORLDVIEW		**2:00**	15:30
Top of the World	Peru and Ecuador seek an end to military tensions along a traditionally contested border.	3:20	18:50
Special Series	What would it be like to grow up on a tiny island, with the closest land over 600 miles away?	6:25	25:15
Culture Watch	Tourists take a stroll down Abbey Road on a journey through Beatles history.	2:20	27:35
	CNN NEWSROOM CLOSE	**:25**	28:00

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Instructional Programs From CNN TNT CARTOON NETWORK

CNN NEWSROOM

Top Story

German Elections

1. Who is Helmut Kohl? How would you describe the race for chancellor between Mr. Kohl and the challenger, Gerhard Schroeder? What political strategies is Chancellor Kohl using to narrow the gap? How does he "seem to be hitting the right chords at the right moment?"

2. How would you describe Mr. Schroeder's style? With what other world leaders has he been compared? Why? Why do some accuse Gerhard Schroeder of being "all style and no substance?" What is the economic and educational picture in his home state? What are some of the opinions of Mr. Schroeder among citizens in this state?

3. Use this opportunity to introduce students to the German political system. Group students and assist each in conducting research to learn more about Germany's government and politics. Have each group share its findings. Compare the information students have gathered to what they know about the political system of the U.S. What is a multiparty system? A two-party system? How does each compare in terms of representation and power to advance an agenda? Compare and contrast the basic elements of both systems focusing on the differences in party politics between the two political systems.

4. Lead a class brainstorming session to generate a list of possible issues facing the German people as they head for the voting booth. Then have students conduct research to find out specifically what issues are on the minds of German voters. Reconvene the class and share student findings. What clues do these issues give analysts about the possible direction of this election? Challenge students to make predictions on the election's outcome based on what is on the minds of Germany's voters.

LINKS:
http://www.agora.stm.it/elections/election/germany.htm
http://www.agora.stm.it/politic/germany.htm
http://www.jhu.edu/~aicgsdoc/wahlen/election.htm
http://www.geocities.com/CapitolHill/1601/

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Our World

Our World

Civics Class Opinions

1. How did many students in Mr. Reason's civics class feel when the Starr Report was first released? Have they changed their

views since the videotape of the president's testimony was made public? Explain. Review some of the opinions expressed in the video. Do you agree with any of these opinions? If so, which opinions do you support? Which arguments do you reject? Why?

LINKS:
http://allpolitics.com

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Business Desk

Kids' Mall

1. Why did the Colvins develop a shopping mall exclusively for kids under the age of 12? What is a demographic profile? If the demographics of Grand Rapids are any indication, does the kids' mall have a realistic chance of being profitable? State your rationale. What other factors might the developers have considered when deciding to invest in this business venture? Do you think their decision was a wise one? Why or why not?

2. Explain why major companies are interested in being represented at this mall. What is brand loyalty? Ask students if they or their parents are loyal to any particular brands. Discuss why it is important to businesses to cultivate brand loyalty among young consumers.

3. Before embarking on a large-scale business venture like Mackie's World, developers usually conduct extensive studies of the local market and analyze their findings. Challenge groups of students to act as teams of business developers, and gather information to create a demographic profile of their community. Have each group use its profile to generate an idea for a new business with the potential for profit in your community. Each group should describe the business, its target market, its target location, and the demographic data that supports this investment. Have each group present its business proposal.

LINKS:
http://www.usatoday.com/leadpage/snapshot/snap084.htm
http://pages.prodigy.com/kidsmoney/index.htm
http://www.detnews.com/menu/stories/17907.htm

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Editor's Note

TODAY'S NEWS TERMS

Helmut Kohl
Gerhard Schroeder
Christian Democrats
Social Democrats
discretionary income
demographics
brand loyalty
minimum wage

CNN NEWSROOM WORLDVIEW

Ecuador Peru Border

1. How can residents of the Cordillera del Condor tell when tensions between Peru and Ecuador are particularly high? How has the border dispute been played out over the years? Why has this issue never been resolved? Why is Ecuador currently withdrawing troops? How has this move improved the chance for lasting peace, according to some military observers? Why are local residents unconvinced?

2. According to Ecuadoran leaders what was their objective in the latest dispute? Why do they feel it was accomplished? The conflict is not viewed in the same way by Peruvians and Ecuadoreans. Summarize both nations' points of view as explained in the video segment. How might a lack of understanding contribute to the ongoing nature of the standoff? What is the role of the international community in helping Ecuador and Peru broker a peace pact?

3. What is the Rio de Janeiro protocol? What would be the conditions of a demilitarization agreement? Can you think of other areas in the world that have demilitarized zones? Do these sorts of compromises work, in your opinion? Explain. Whose responsibility is it to make sure talks continue between Peru and Ecuador? Brainstorm possible solutions to the impasse.

4. The border dispute between these two South American countries has continued since the early 1940's. The Protocol of Rio de Janeiro was established in 1942 to ease tensions and bring a resolution to the struggle for the Cordillera del Condor. As new meetings commence, have students research the history of the situation and hold a mock summit. Divide the class into three groups: one representing Peru; the second, Ecuador; and the third; protocol members. Each should study the traditional position of the entity it represents. The Peru and Ecuador groups should enter into negotiations by making a list of concessions they are willing to make, and conditions upon which they insist. Ask the protocol group to mediate the discussion and keep the talks "on track." Follow up by having the protocol group summarize any points of compromise into a brief "treaty." Follow up with a practical analysis of necessary steps toward implementing such an agreement.

LINKS:
http://www.rree.gob.pe/rree-I/peru-ecu/I-index.htm
http://www.herald.com/americas/southam/brazil/digdocs/058204.htm

http://www.phillynews.com/inquirer/98/Aug/12/international/PERU12.htm

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Special Series

Bermuda, Part III: Berkeley Students

1. What is life like for the 450 high school students who live on the island of Bermuda? What limits exist for inhabitants? What are some of the possible advantages? How do students describe the island "attitude?" Would you enjoy this type of lifestyle? Why or why not?

2. Have you ever lived in a place where you know almost everyone? Have you ever lived in a place where you know almost no one? Which would you prefer? Give reasons for your answer.

3. Why do you think Bermuda has a low crime rate? Cite possible causes for the island's diverse population. Why do many Bermudians put their children in private schools? Do you find it surprising that students feel their school should be more demanding? Why or why not? Discuss the reasons students in the video give for either wanting to leave Bermuda or desiring to stay there through adulthood. In your opinion, are such dilemmas universal? Explain. At this point in time, how would you answer this question in relation to the place you live?

4. In the video segment, students are asked: "If you were to describe Bermuda to someone, what would you tell them about your home?" Pose this question to your students about their community. Have them write short descriptions for a guidebook entries aimed at readers who are considering visiting your area. What characteristics make the surroundings unique or distinctive? Challenge students to capture a "sense of place" in their writings. Compile student work into a booklet. The class may wish to add photos and information to publish a tourism brochure or travel guide.

LINKS:
http://www.bermudasun.org/news/issues/feb23/view.html
http://www.bermudasun.org/issues/Sep13_96/zsdfd.html
http://www.bbsr.edu/users/gprep/tourists.html

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Culture Watch

Beatles Walk

1. How did Richard Porter conceive the idea for the Beatles Walk? Why is this the "perfect job" for him? What sorts of

attractions do visitors see on the tour? Cite possible reasons for the enduring popularity of the Beatles. Why do you think many young people are interested in the band's legacy? In what ways did the Beatles' influence rock and pop music? List singers or bands who inspire "mania." What qualities do such performers share?

2. Allow small student groups to select bands or individuals they believe have been most influential in shaping modern music. Have students devise "tours," "retrospectives" or "symposiums" to educate others about the personalities, musical legacies, and life messages of their groups or singers. After several days of research and preparation, invite groups to make presentations to the class. Follow each with a discussion. How does music affect the popular culture of a generation?

LINKS:
http://www.lbfc.demon.co.uk/
http://www3.islandnet.com/~scliffor/beatles/beatwalk.htm
http://www.comune.modena.it/scuole/smscarlo/beat_his.htm
http://www.psci.net/~jmarsh/beatles.html

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Special Note:

CNN's **COLD WAR** will tell, in 24 hours, the story of our lives in the last half of this century. **COLD WAR** will be presented in two 12-week series and will air on CNN on Sundays at 8PM/ET beginning September 27, 1998. For the FREE complete educator guide to the **COLD WAR** on an interactive CD-ROM, call 1-800-344-6219.

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Editor's Note

TODAY'S NEWS TERMS

demilitarized zone
idyllic
protocol
Beatles
ceasefire
nostalgia
Berkeley Institute
Abbey Road

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CNN NEWSROOM WORLDVIEW

September 24, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:30**	1:30
Top Story	Lawmakers seem to be making a "bipartisan" effort to continue the bickering surrounding the President's fate.	5:30	7:00
In the Headlines	U.N. DEMANDS KOSOVO CEASEFIRE FLORIDA BRACES FOR GEORGES U.S. HONORS MANDELA	1:20	8:20
Science Desk	Scientists discover a method to keep fruits and flowers fresher.	3:25	11:45
Look Ahead	On October 5, CNN Newsroom visits a high school club who puts the "fun" in fundraising with its UNICEF campaign.	1:00	12:45
TOSS TO CNN NEWSROOM WORLDVIEW		**2:00**	14:45
Top of the World	In spite of a tough economy, some direct selling companies are doing well in Indonesia.	2:15	17:00
Political Front	Recent ceremonies in Washington honor those who gave their lives in the Cold War.	2:30	19:30
Special Series	Bermuda's location makes it an ideal spot for biological and environmental research.	7:30	27:00
	CNN NEWSROOM CLOSE	**1:00**	28:00

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Investigating the President

1. Why are Democrats accusing Republicans of trying to "drag out" the presidential investigation? Why are Republicans countering that Democrats are trying to hastily "sweep it under the rug?" In your opinion, is there any truth to these allegations? Explain. How has the process become politicized? Do you think there is any way to avoid party politics in such a situation? Why or why not?

2. Define bipartisanship. Why has bipartisanship been a difficult goal to achieve for the House Judiciary Committee as they continue their proceedings? What evidence exists of conflict between the Democrat and Republican members of the committee? Why is House Speaker Newt Gingrich speaking out in favor of slowing down the investigation? Why are Democrats against this stance? Do you think the remainder of Ken Starr's evidence should be released? What new information may be gathered from the additional materials? What are the possible implications if the Office of the Independent Counsel withheld evidence which would exonerate the President, as Democrats claim?

3. Discuss the circumstances surrounding the two times Congress has held presidential impeachment hearings. Review the workings of the process as outlined in the video segment. Why were proceedings against Richard Nixon halted after the inquiry? What will happen if the House issues articles of impeachment against Bill Clinton? Do you think it is likely the process with continue to this point, in light of the recent atmosphere? Cite reasons to support your answer.

4. Have students research the historical precedents for presidential impeachment proceedings and compare and contrast these circumstances with those of the present situation. Divide the class into two groups and assign one to Andrew Johnson and one to Richard Nixon. Ask them to determine a series of factors: political makeup of Congress at the time proceedings were initiated, the text of the articles of impeachment against each president, the mood of the nation in terms of the investigation, and the "state" of the nation. Encourage students to examine if there were any partisan influences contributing to the decision to impeach. Allow each group to report their findings in class. Follow up by asking students to brainstorm the similarities and differences of each president's situation, politically and legally. Does precedent indicate that Bill Clinton is likely to face trial by the Senate? If so, what do students predict will be the articles of impeachment upon which he is indicted?

LINKS:
http://www.cnn.com/ALLPOLITICS/stories/1998/09/23/gephardt.letter/gingrich.transcript.html

http://www.cnn.com/ALLPOLITICS/stories/1998/09/23/gephardt.letter/gephardt.transcript.html

http://secure.bess.net/whats_new/June2/government/
http://www2.whitehouse.gov/WH/glimpse/presidents/html/aj17-plain.html
http://www.grolier.com/presidents/aae/side/impeach.html

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Science Desk

Plant Preservation

1. What plant hormone (gas) contributes to premature ripening and spoilage of fruits and flowers? Where does it come from? How does an overabundance of this gas from one plant affect others? Approximately what percentage of produce and flowers spoil before they are sold? How would decreasing the amount of ethylene gas affect these percentages?

2. Describe the new method of cleansing air of ethylene. What chemical is used? Where is this chemical usually found? How and where was this method developed? What are the two products of the ethylene conversion? Why do you think these two products were desirable to have on a space mission? How could this process be used in supermarkets and flower shops?

3. Have small groups of students draw their versions of the ethylene purifying system described in the story. According to the video segment, there should be a fan drawing air in, air should be streamed across titanium dioxide coated glass pellets and then another fan should push out the cleansed air. Students should be encouraged to improve or embellish this basic design and explain why they made their changes.

LINKS:
http://www.bulb.com/spring/ethylene.html
http://www.kesmist.com/tio2.htm

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Look Ahead: Special Note

October is UNICEF month. U.S. children have collected more than $100 million for the survival, protection and development of needy children worldwide by "trick or treating" on Halloween with UNICEF's trademark orange boxes. Inspire your students to participate in this tradition by enrolling for FREE educational materials. Call 1-800-344-6219.

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Editor's Note

TODAY'S NEWS TERMS

Inquiry of Impeachment	**Articles of Impeachment**	**bipartisan**	**simple majority**
ethylene gas	**plant hormones**	**titanium dioxide**	**ultraviolet light**

CNN WORLDVIEW

Of World

Amway in Indonesia

1. What is Amway? What kinds of products does this company offer? How does it make these products available to its customers? Why have some former corporate workers in Indonesia turned to direct marketing to make a living? Why are those who represent Amway in Indonesia optimistic about the future of their business?

2. Take this opportunity to familiarize students with the current Asian financial crisis, specifically, its effects on Indonesia. Have students work in groups to research the impact of this crisis on Indonesia's financial systems, currency and its people. Have groups share their findings. Discuss why, in hard economic times, many people turn to different ways of making a living to support themselves.

3. In the video we learn that "In the past year, the rupiah (Indonesian currency) has lost 80% of its value against the dollar, creating big problems for companies like Amway. Its income is in rupiah, while it pays for its product in dollars." Ask students to explain what the devaluation of the rupiah means to Amway distributors in Indonesia, and how raising prices is helping them through the crisis. Is there a limit as to how high they can raise their prices? Why?

LINKS:
http://www.amway-id.com/
http://www.bi.go.id/intl/
http://www.boston.com/dailyglobe/globehtml/015/Currency_plunge_puts_Indonesians_in.htm

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Political Front

Political Front

Cold War Memorials

1. With what conflicts do we usually associate memorial services for those lost in service to their country? What was the Cold War? How was this "war" different from other conflicts in world history? When was the crew of the C-130 plane shot down over communist territory? Why do you think it took so long to give these individuals their posthumous military honors?

2. Generate a class discussion about the Cold War. What do students know about this period? Who were the opponents in this "war"? Group students. Have each group choose to research one of these aspects of the Cold War: the post-WWII political climate that led to the Cold War, the events that marked this period, the major players, and detente and the ultimate end of the Cold War. Have groups present their findings. Discuss the nature of this conflict and the reason why neither side may have appeared eager to publically recognize those who died in the line of duty.

   NOTE TO TEACHERS and STUDENTS: Check out the landmark television series COLD WAR, beginning this Sunday on CNN. Visit the Turner Learning homepage at
   http://learning.turner.com
   for information on curriculum guides and programming for the COLD WAR series, or call 1-800-344-6219 for the FREE interactive educator guide on CD ROM.

LINKS:
http://www.stmartin.edu/~dprice/cold.war.html
http://www.island.net/~amuck/index.html
http://www.yahoo.com/Arts/Humanities/History/20th_Century/Cold_War/

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Special Series

Special Series

Bermuda, Part IV: Biological Research

1. Explain the benefits and downsides of Bermuda's coral reefs. What is the purpose of the Bermuda Underwater Exploration Institute? What kinds of exhibits would a visitor to the center expect to see? Describe some displays offered by the Bermuda Biological Station for Research. How does Bermuda's location make it a prime site for scientists studying the environment and marine biology?

2. What is marine biotechnology? Discuss some of the ways that this field is generating exciting medical and environmental possibilities as well as business opportunties. Challenge groups of students to go on a research "scavenger hunt" to find as many practical applications of marine biotechnology as they can. Share group lists. Challenge each group to come up with an idea for marine biotechnology research in any field.

3. Encourage students to locate other centers for scientific study around the world. Have each student choose one and write to scientists at that center, asking for information about the center's focus of study and what scientists there have learned. As students receive responses, have them present the information to the class.

LINKS:
http://www.buei.org/
http://www.mdsg.umd.edu/NSGO/research/biotech/initiative/i3.html
http://www.astc.org/astc/trguide/websites.htm

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TODAY'S NEWS TERMS

rupiah
Francis Gary Powers
distribution
MIA
direct selling
biomedical
Cold War
coral reef

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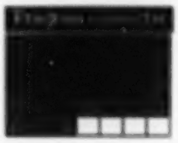
CNN NEWSROOM WORLDVIEW



September 25, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:20**	1:20
Top Story	The full House of Representatives could vote on the question of impeachment hearings in two weeks.	2:50	4:10
In the Headlines	HURRICANE HEADS FOR S. FLORIDA NATO MAY STRIKE IN KOSOVO	1:05	5:15
Editor's Desk	Teaching can be both a challenging and rewarding profession.	3:30	8:45
The Lost Colony	The fate of Roanoke Island's earliest settlers continues to mystify.	4:20	13:05
TOSS TO CNN NEWSROOM WORLDVIEW		**2:00**	15:05
Top of the World	Russians have little faith in their government and the economy, and many wonder what went wrong in the first place.	5:40	20:45
Fast Fact	One London opera company tries to introduce this elite art form to the masses.	3:50	24:35
Culture Watch	Film buffs worldwide mourn the death of legendary director Akira Kurosawa.	2:35	27:10
	CNN NEWSROOM CLOSE	**:50**	28:00

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CNN NEWSROOM

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Top Story

Investigating the President

1. When is the House of Representatives expected to vote on whether to begin a formal inquiry into the impeachment of President Clinton? What must happen before this vote takes place? Do you think the Judiciary Committee will recommend an impeachment inquiry? Why/why not?

2. Who is Henry Hyde? What does he mean when he says "our guide is deliberate speed?" Why are many Democrats upset at the rate of speed with which the Judiciary Committee is operating? Explain the talk of a possible "deal" between Congress and President Clinton. How is the Republican leadership reacting to this idea? Why do you think that Democrats are charging that Speaker of the House Newt Gingrich is "choreographing" the entire procedure?

3. In today's video we hear Rep. Barney Frank say the Judiciary Committee Republicans will "have to read the polls" before they decide on a course of action. Focus students on the idea of "governing by the polls" and ask students for examples of times when the president, congressional Democrats and Republicans have each been accused of "governing by the polls." Discuss House Majority Whip Tom DeLay's assertion that any possible "deal" is unconstitutional, and that "anyone who believes in that kind of deal believes not in the rule of law, but the rule of man, and needs to read the Constitution." Refer back to the idea of governing by the polls. How is this "rule of man" vs. "rule of law?" After discussion, challenge each student to write a brief essay with his/her response to this question: Should the Judiciary Committee take recent presidential approval ratings and polls into account when recommending a course of action on impeachment? Why/why not?

LINKS:
http://cnn.com/ALLPOLITICS/stories/1998/09/24/starr.report/

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Editor's Desk

Why Teach?

1. Why did the teachers in this story choose teaching as their profession? What are the positives and negatives of this career? How is the teacher's role in the lives of students an expanding one? Why do you think society demands so much of teachers while rewarding them so little financially?

2. Direct each student to choose to interview one teacher, at your school or any other, about his/her career. Why did this person choose to become a teacher? How long has he/she been in the profession? What are the rewards and challenges of teaching?

Would this teacher recommend the profession to young people today? If so, what advice would he/she offer? Have students share their interviews. Discuss student ideas for keeping good teachers in the profession.

3. Encourage interested students to talk to guidance counselors about careers in education. If your school does not yet have one, consider forming a chapter of Future Educators of America. If possible, implement a student/teacher mentor program to guide young people who are interested in careers in education.

LINKS:
http://www.ericsp.org/choosing.html
http://www.morgan.edu/academic/special/prime/prime.htm
http://www.black-collegian.com/rpteach.html

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The Lost Colony

1. Where is Roanoke Island? What is its historical significance? Who was Sir Walter Raleigh? Why was he so intent on settling this area? What happened to the settlement at Roanoke Island? Discuss some of the theories that exist regarding the reason behind the settlers' disappearance.

2. How would historians try to confirm their hypotheses about the Lost Colony? What kinds of clues and records would they pursue? As a class, brainstorm a list of the kinds of information historians might seek in an attempt to learn what happened to the Roanoke Island settlers. Then divide the class into groups and have each group act as historians as they search the Internet and other resources for some of these clues and records. Have groups share their findings. Reconvene groups and direct each to come up with a theory that explains the disappearance of the settlers. Have each group present its theory and explain how the information they found supports it.

   EXTENSION: Have each student assume the role of a settler on Roanoke Island and write a letter home to England, describing his/her new home and feelings about the future of the young colony.

LINKS:
http://www.insiders.com/outerbanks/main-history.htm
http://www.pathfinder.com/penews/drweil/19980424/story5.html
http://www.coastalnet.com/weather/nwsmhx/hrcnbk16.htm

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Look Ahead: Special Note

CNN's COLD WAR will tell, in 24 hours, the story of our lives in the last half of this century. COLD WAR will be presented in two 12-week series and will air on CNN on Sundays at 8PM/ET beginning September 27, 1998. For the FREE complete educator guide to the COLD WAR on an interactive CD-ROM, call 1-800-344-6219.

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Editor's Note

TODAY'S NEWS TERMS

mid-term elections	**Henry Hyde**	**rule of law**	**rule of man**
social worker	**discipline**	**Sir Walter Raleigh**	**"The Lost Colony"**

CNN WORLDVIEW

Russia Woes

1. According to the video segment one of the places to find the answer to Russia's economic decline is in your local department store. Explain this rationale. Why does Russia have a deficit of manufactured goods? What are Russia's natural resources? Why is the nation having trouble processing its raw material? What other barriers exist to international investment and trade?

2. Why are the United States and other Western nations vitally concerned with the situation in Russia? What lessons may be learned from its economic and political turmoil? What decisions must be faced by the international community in terms of Russia's future? How might the Russian government encourage reform and rebuild confidence among its people and potential investors?

3. Why was the ruble's devaluation so devastating to middle class businessmen like Viktor Koozmich? Why are Russian business leaders and the average consumer pessimistic about economic recovery? What are the possible social and political implications of continuing bad times? Cite reasons to support your answer.

4. In the former Soviet Union, there were no private businesses. After the collapse of the U.S.S.R., people were filled with

dreams of opportunity in a free market. Challenge students to trace the collapse of the Russian economy since the advent of capitalism. Have them focus their research by asking a series of questions: Why were reforms hard to implement? What sorts of technology and infrastructure did Russia lack? How was the shift from communism to capitalism complicated by traditional business and market structures? Why are consumer goods often in short supply or unavailable? What caused instability in the currency and monetary system? How has widespread corruption and political wrangling contributed to the crisis? Why has the international community withdrawn financial support for Russian initiatives? Follow up by guiding students as they compose a brief analysis of the events leading to the present situation.

5. The video segment concludes with the question: "What kind of an answer might Presidents Yeltsin and Clinton have for Viktor Koozmich, a man who worked hard, saved his money, and believed in the Russian dream?" Invite students to consider this rhetorical point. Divide the class into pairs and have one student portray one of the presidents and another act as Viktor Koozmich. Ask students to perform short dialogues of hypothetical conversations between the two as they discuss this issue.

LINKS:
http://www.valley.net/~transnat/
http://www.pbs.org/weta/faceofrussia
http://cnn.com/WORLD/europe/9809/24/russia.01/index.html

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Fast Fact

Opera Image

1. Why are many people "turned off" by opera? Are you personally interested in this art form? Why or why not? Why is opera a particular target of cuts in public funding for the arts? How is the Holland Park Opera trying to change opera's image? What are the benefits of a "lighter approach" for the performers? For the audience? How does the bringing opera "to the masses" help cultivate a broader appreciation for the art form?

2. Challenge the class to brainstorm ways to "make opera fun." Have small groups research the art form to produce short "music videos" parodying opera classics. The role plays should preserve the integrity (to an extent) of the opera while appealing to a young audience. Allow students to perform their vignettes in class.

LINKS:
http://www.alaska.net/~hweaver/opera-index.html
http://www.opera.it/English/Storia/Storia.html

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Culture Watch

Kurosawa Obit

1. Why has Akira Kurosawa's work been described as Japan's most famous cultural export? What was this director's trademark? Describe the international appeal of the films. How did he influence American directors such as George Lucas and Steven Spielburg? Why were some of his films more successful in the world theater than in his native country? What is Akira Kurosawa's legacy in the history of film making?

2. Direct students to visit the websites below to identify the major themes of Akira Kurosawa's work, among them the philosophy and honor of the samurai and the epic nature of the family saga. He often borrowed classic themes from Shakespeare and Greek literature. Guide students as they attempt to find evidence of Kurosawa's influence in hit Hollywood films; for example, "Star Wars" and "Jurassic Park."

LINKS:
http://www.mhs.schnet.edu.au/~janson/akirabio.htm
http://www2.tky.3web.ne.jp/~adk/kurosawa/filmo/AKfilmo.html
http://www.compusmart.ab.ca/kroyea/k.htm

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Editor's Note

TODAY'S NEWS TERMS

ruble
opera
corruption
libretto
devaluation
epic
capitalism
Akira Kurosawa

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CNNSB Student Bureau

CNN NEWSROOM WORLDVIEW

September 28, 1998

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	1:25	1:25
Top Story	Elections in Germany over the weekend oust the Western world's longest-serving leader, Helmut Kohl.	4:30	5:55
Environment Desk	Scientists are concerned about the dramatic decrease in the horseshoe crab population.	2:55	8:50
Special Series	Jamestown no longer exists on a modern map, but its the spot where life in the "new world" began.	6:30	15:20
	TOSS TO CNN NEWSROOM WORLDVIEW	2:00	17:20
Top of the World	The Asian financial crisis is having a profound effect on Indonesia's airline industry.	2:50	20:10
Who's Who?	Volunteers continue to work "in the shadow of Mother Teresa" to improve the lives of India's poor.	2:15	22:25
Did You Know?	New York City confronts its teacher shortage by recruiting educators from Austria.	2:35	25:00
Culture Watch	Punk rock music is a form of social and political rebellion in China.	2:00	27:00
	CNN NEWSROOM CLOSE	1:00	28:00

CNN Top Story

Germany Votes

1. What some of the contributing factors of Helmut Kohl's defeat? What campaign promises did Gerhard Schroeder make to the German people? List possible actions the Social Democrats could take toward fulfilling these promises. According to the

video segment, Germany got "change, but not too much." What is meant by this statement? Is a "little" change sometimes sufficient? Explain.

2. What challenges face Gerhard Schroeder and the Social Democrats in the future? In the long run? What is the most immediate concern for the new government? Give possible reasons for the heavy turnout in the election. How was this a "race of faces, of personalities," in a sense? In your opinion, is the person more important that the politics? Why or why not?
3. Encourage students to predict the next steps for Gerhard Schroeder and the Social Democrats. The biggest challenge facing the new government will be the building of a coalition to ensure stability and a clear majority. Divide the class into groups and have them brainstorm lists of "musts" and "shoulds" for the Social Democrats upon taking power. Why might it be important to make a strong showing initially? Allow groups to share their ideas with the class.

LINKS:
http://www.cnn.com/WORLD/europe/9809/27/german.elex.02/
http://www.bundeskanzler.de/kanzlerenglisch/home.html
http://www.jhu.edu/~aicgsdoc/wahlen/election.htm
http://www.cnn.com/SPECIALS/1998/09/25/germany.election.future.reut/index.html

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Environment Desk

Horseshoe Crabs

1. According to Bill Hall, what has happened to the horseshoe crab population over the last five years? How does Robert Piascrnski's opinion differ from Bill Hall's? How do current state regulations limit horseshoe crab harvesting? What are two of the horseshoe crab's natural predators? What makes the horseshoe crab ideal prey for them?
2. How is the horseshoe crabs' blood used by the medical community? Do you think the increasing value of these crabs is a major factor in causing their diminishing numbers? What do many researchers say are the primary causes of the horseshoe crabs' population decline? Where does "bad luck" enter into the equation? How does Glenn Gauvry say people could help save about 10% of the horseshoe crab population?
3. The horseshoe crab is interesting to study because unlike its name implies, it is not a crab at all; it is a distant relative to the spider family. In small groups, have students investigate the horseshoe crab using the web sites below or other resources to create a "top five things

most people don't know about horseshoe crabs" list. When they are finished have them compare their lists and create a classroom-wide list to post in the room.

LINKS:
http://www.assateague.com/horsesho.html
http://www.ucmp.berkeley.edu/arthropoda/chelicerata/xiphosura.html

http://web.gmu.edu/bios/Bay/journal/96-12/natural.htm

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Special Series

Settling America: Jamestown

1. When was Jamestown first settled? Why do you think the first group consisted only of men and boys? What was the threefold goal of the colonists? In what way was their aim vague? Describe their specific aspiration.

2. Why did England desire to establish colonies in the unexplored regions of North America? How did the native Americans react to the arrival of the settlers? What steps did the colonists take to protect themselves against attack? Who is credited with saving the colony? What does the influence of Pochahontas suggest about the role of women in Powhatan society?

3. According to the video segment, one of the biographers of Pochahontas once said it is unfortunate the only way we can know her is through the eyes of her contemporary Englishmen. Encourage students to research the reported events of her interaction with Jamestown colonists and identify the "gaps." How does her biography reflect the European viewpoint? Based on their analysis of her life and times, ask students to compose short monologues in which Pochahontas introduces herself, describes her position in the Powhatan community, and discusses her impressions of the Englishmen with which she makes contact.

4. Jamestown Rediscovery Archaeological Project is a ten-year interdisciplinary study searching for the remains of 1607 Jamestown on the 22.5 acre APVA property on Jamestown Island, Virginia. Have students visit the websites below and gather data to produce an archeological and anthropological timeline of the Jamestown colony from its inception to its demise. What artifacts and structural remains provide the best clues to life in Jamestown?

LINKS:
http://www.encarta.com/ewa/pages/a/42430.htm
http://www.tobacco.org/History/Jamestown.html
http://www.virtualjamestown.com/links.html

http://curry.edschool.virginia.edu/~pha4b/links.html

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Editor's Note

TODAY'S NEWS TERMS

Helmut Kohl	**Gerhard Schroeder**	**Social Democrats**	**horseshoe crabs**
reproduction	**arachnid**	**colonization**	**Pochahontas**

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CNN NEWSROOM WORLDVIEW

Indonesia Air Slump

1. How is the Asian financial crisis affecting the Indonesia's airlines? Specifically, what problems are plaguing the airlines? What measures are management teams taking to address these problems? Why is the airline crisis especially detrimental to a country like Indonesia?

2. What is a subsidy? Generate a class discussion about subsidies and why governments in free markets often grant subsidies. Do students think that subsidies will be enough to bail out Indonesia's airlines if the Asian financial crisis continues? Why/ why not? Generate a class discussion about the ripple effects of the airlines' problems throughout the Indonesian economy.

3. Use this opportunity to help students review/understand the reasons behind the current Asian financial crisis. Have students work in groups to research some of the events that have led to and the symptoms of this economic flu and share their information in class discussion. Discuss regional and domestic problems that led to the devaluation of the rupiah, Indonesia's currency. How might the devaluation of a nation's money affect its industries such as its air carriers?

LINKS:
http://www.theage.com.au/special/asiacrisis/index1.htm
http://biz.yahoo.com/Full_Coverage//World/Asian_Economic_Woes/News_Stories.html

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Who's Who: Mother Teresa's Work Continues

1. Who was Mother Teresa? Why have many people called her a "saint" of modern times? Why did some believe that recruiting of volunteers and donations to her religious order would decline after her death? Did this prophesy come true? Explain. Why do you think so many "prefer to work under the shadow of Mother Teresa?"

2. In what way was Mother Teresa an extraordinary person? Have students work in groups to research the life and work of Mother Teresa. Challenge each group to use its information to create a profile or tribute to Mother Teresa, either in multimedia (e.g., mini-documentary, news report) or art form (e.g., poetry, painting, sculpture). Have groups present their efforts.

LINKS:
http://www.drini.com/motherteresa/own_words/
http://www.onwis.com/archive/sept97/report/inter06.stm
http://www.s-t.com/daily/06-95/06-14-95/0614ailing.HTML

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Did You Know?

Importing Teachers

1. Why are New York City officials recruiting teachers from Austria? Why are math and science teachers the focus of their recruiting efforts? How did New York officials begin their search for teaching candidates in Austria? Why are some Austrians interested in this opportunity? How do they feel about the prospect of violence in American schools? What is "New York 101?" Do you this course is a good idea? Explain.

2. In students' opinion, what factors account for teacher shortages around the U.S.? Working in small groups, have students research the current teacher shortage and possible reasons for it. Then challenge each group to come up with a list of recommendations to alleviate this shortage, and share their ideas with the class. Have the rest of the class evaluate each group's ideas. To what extent do students think the shortage reflects the value society places on education? Discuss.

LINKS:
http://www.rnt.org/rntnews.html
http://www.latino.com/opinion/hi04141e.html
http://www.edweek.com/ew/vol-16/38hire.h16

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Culture Watch

China Punk Rockers

1. What is the message behind much of China's punk rock music? Why is this a powerful message, especially among the Chinese? How is punk a "revolutionary phenomenon" in China? Why has rebellion always been a politically incorrect action in China? In western societies, teenage music is often seen as a form of rebellion. How is China's version of punk rock music a political statement as well?

LINKS:
http://www.rahul.net/brett/durfee/china_main.html

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Editor's Note

TODAY'S NEWS TERMS

subsidy
recruit
archipelago
culture shock
infrastructure
rebellion
Mother Teresa
politically incorrect

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CNNSB Student Bureau

CNN NEWSROOM WORLDVIEW

September 29, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:30**	1:30
Top Story	Progress is made in the Mideast peace process, as all participants express willingness to launch the next round of talks.	**4:00**	5:30
In the Headlines	GEORGES DRENCHES GULF COAST	**:45**	6:15
International Desk	Suhu Beshara, a would-be assassin, is lauded as a heroine by some Lebanese upon her release from prison.	**2:50**	9:05
Look Ahead	Check out CNN Newsroom's new format beginning October 5th!	**:45**	9:50
Special Series	American history comes alive in the streets of Colonial Williamsburg.	**4:20**	14:10
	TOSS TO CNN NEWSROOM WORLDVIEW	**2:00**	16:10
Top of the World	As other nations reject communism, North Korea embraces it.	**3:25**	19:35
Kim Jung Il Profile	Kim Jung Il is a reclusive leader of a most secretive state.	**2:55**	22:30
Inside Russia	Privacy is a luxury in Russia's cities, where many are forced to share living space.	**4:45**	27:15
	CNN NEWSROOM CLOSE	**:45**	28:00

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Top Story Mideast Peace Talks

1. Why is the outlook for Mideast peace somewhat brighter today? What is the next goal to be achieved in the process? What assurances are insisted upon by the Israeli government? Why does U.S. Secretary of State Madeleine Albright advise caution at this stage? List the four sets of issues which must be addressed by the "interim agreement" before entering into final status negotiations. Of these, which will be the most difficult to resolve? Cite reasons to support your answer.

2. Lead the class in a review of the four major points to be covered by talks leading to October's interim agreement between Israel and the Palestinians. Divide the class into two groups representing Benjamin Netanyahu and his cabinet, and Yasser Arafat and the Palestinian Authority. Have each group research the existing policy in relation to each of the four issues. Based on their findings, each group should compose a brief position paper to present in class. After each group has read its statement, hold a roundtable "summit" in which students try to identify points of agreement and points of conflict surrounding each issue. Write these on the board. Follow up with a discussion in which the two groups try to find a common ground to move the peace process to the next level.

LINKS:
http://www.cnn.com/WORLD/meast/9809/28/mideast.05/
http://www.pmo.gov.il/
http://www.pna.net/

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International Desk

Lebanon Heroine

1. Why is the Lebanese National Resistance Movement gaining strength and popularity? What is the rationale behind the Israeli occupation of South Lebanon? How has the movement to promote Lebanon's independence become "more mainstream" in recent times? Why is Suhu Beshara considered a heroine by many in society and politics? Do you believe this honor is warranted? Why or why not?

2. Why was Suhu Beshara given the assignment to kill General Antoine Lahd? Who trained Beshara as an assassin? What support does she enjoy currently? Why is it significant that she was held without trial? What is implied by government endorsement of the resistance movement and Beshara's actions?

3. Guide students as they collect background information about the history of this war-torn nation. Both Syria and Israel occupy

territory here, in the interest of national security, to provide "buffer zones." Have students collaborate to gather information about the 16-year struggle. Ask them to work together to construct a timeline of pivotal events in the recent history of Lebanon. Students should conclude the timeline with Suhu Beshara's release on September 3, 1998.

4. Many of the conflicts in Lebanon are drawn along religious and cultural lines, as is the case throughout the Middle East. Direct students to the second website listed below. Pose the question: Who are the Lebanese? Invite students to investigate the diversity of the people and identify how complex ethnic and cultural differences affect their politics. Guide small groups as they make charts outlining all the groups represented in Lebanese society. Follow up by reviewing the charts and having students point out possible alliances and rivalries.

5. Encourage students to learn more about General Lahd, his position, and his reasons for releasing Suhu Beshara. The third website below contains information concerning "the other side" of the story told in the video segment. Have small groups produce news reports relating General Lahd's version of the assassination attempt, and expressing the views of the Israeli-supported South Lebanon Army. After news reports are "aired" in class, invite students to "consider the sources." Challenge them to compare and contrast various "versions" of the situation uncovered in their research.

LINKS:
http://www.aflnet.com/dac/israel/dacbul980903.html
http://www.nala.com/lebanon/ARAB-PHO.html
http://cnn.com/WORLD/meast/9809/11/RB000387.re

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Special Series

Settling America, Part II: Williamsburg

1. What contributions did the town of Williamsburg, Virginia, make to the revolutionary movement in America? How do the reenactments "bring history alive" for visitors? What is the legacy of the founding fathers to the citizens of today? Why were they considered great social and political philosophers? What evidence exists for historians to gather information about the people who lived and worked in Williamsburg?

2. What "levels" of society existed in colonial Williamsburg? What unique contributions were made by each of these groups? How do you think the idea of democracy arose in the midst of what essentially was a class system?

3. How did the fact progress "forgot" Williamsburg help preserve its colonial character? Why is the town described as a "planned community?" How can study of the society of the past help

people prepare for the future?

4. The history of Williamsburg and colonial America is shared with today's visitors by means of reenactment. Have small groups of students select events and/or personalities associated with Williamsburg and produce and perform short reenactments for classmates.

LINKS:
http://www.history.org/cwf/intro.html
http://www.americanparknetwork.com/parkinfo/cw/history/timeline.html

http://www.colonialwilliamsburg.org/
http://www.directoryusa.com/states/va/williamsburg_va/history_h_w_va.htm

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Editor's Note

TODAY'S NEWS TERMS

Benjamin Netanyahu	**Yasser Arafat**	**West Bank**	**occupied territories**
Suhu Beshara	**General Lahd**	**buffer zone**	**Williamsburg**

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CNN WORLDVIEW

North Korea Anniversary

1. Describe how the display at North Korea's 50th anniversary celebration was, in the words of CNN's Mike Chinoy, "political theater." How was this celebration different from many one might see marking a national holiday in a western nation? Explain why politics takes center stage at public gatherings in North Korea.

2. Divide students into groups. Have half the groups research Korea's history, with an emphasis on North Korea over the past 50 years. Have the remaining groups research North Korea's government, focusing on the role of communism in the lives of North Koreans. Have groups present their findings to the class. Focusing on what they have learned, why do students think "orthodox communism has largely disappeared" from the world? In spite of this trend, why do students think communism is alive and well in North Korea? Challenge students to make predictions about North Korea's political future.

3. What is a theocracy? Have students consult reference sources to find the meaning of this word, and share their findings. Then ask: Why does the video refer to North Korea as a theocracy? Is the reporter speaking literally when he makes this statement? How do we know? Group students. Have each choose another form of government, such as monarchy, autocracy, oligarchy, etc. Direct each group to research an explanation of this kind of government as well as one example and present this information. As a class, determine whether any of these labels can be applied to North Korea.

LINKS:
http://www.fe.doe.gov/international/nkorea.html
http://darkwing.uoregon.edu/~felsing/kstuff/nkhist.html
http://iworld.net/Korea/politics/f177.html
http://www.koreaherald.co.kr/nkbook/nkreview.html

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Kim Jung Il Profile

1. Who is Kim Jung Il? How did he rise to power in North Korea? In what way was he groomed for power from the beginning of his life? What problems confront this new leader? What "fundamental dilemma" does Kim Jung Il face as he attempts to revive his country's economy and rescue his people from hunger? How might opening his country to the global market spell the end of his regime? What options has Kim Jung Il pursued instead?

2. Kim Jung Il has been described as a "reclusive man in charge of a reclusive country." What do students think this means? Drawing upon what they know about North Korea's political system, are they surprised Kim Jung Il is not an accessible leader? Is he accountable to anyone? In class discussion, compare this leadership style to that of leaders of western democracies, such as President Clinton of the U.S. and Prime Minister Blair of the UK. Are these leaders accessible? How often are they seen and heard by their citizens each week? Are they accountable? If so, to whom? Discuss the connection between political system and citizen expectations of their leaders.

LINKS:
http://www.koreaherald.co.kr/nkbook/nkreview.html
http://www.ap.harvard.edu/awe/northkorea/northkorea.html

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Inside Russia

Russian Communal Living

1. Why are Russians in St. Petersburg "living like sardines?" Describe some of the conditions one encounters in the city's communal living.

2. What would it take to solve the city's housing problems? Why is there no money to improve the quality of life in Russia's cities? Review what students know about Russia's economic problems and currency crisis. If necessary, direct students to Internet and other resources to refresh their knowledge on these topics. Then have each student write a brief essay explaining what they believe would have to happen in order for the quality of life to improve in Russia's cities.

LINKS:
http://www.louisville.edu/library/ekstrom/govpubs/international/russia/russiaeconomy.html
http://www.russiatoday.com/rtoday.html
http://www.nd.edu/~astrouni/zhiwriter/spool96/96101605.htm

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Editor's Note

TODAY'S NEWS TERMS

Kim Jung Il
propaganda
Kim Il Sung
reclusive
communism
communal
indoctrinated
St. Petersburg

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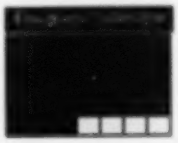
CNNSB Student Bureau

CNN NEWSROOM WORLDVIEW



September 30, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	1:20	1:20
Top Story	Israelis and Palestinians reach agreements on territory and terrorism.	3:50	4:10
Business Desk	Sandy Dalal's designs are taking the fashion world by storm.	3:05	7:15
Business Desk Extra	The Fed votes to lower interest rates.	1:30	8:35
Special Series	Meet some of the crafters who recreate trade in Colonial Williamsburg.	6:35	15:10
	TOSS TO CNN NEWSROOM WORLDVIEW	2:00	17:10
Top of the World	-Moscow's political tangle is at the root of growing frustration in the Russian countryside. -Russia's weakened ruble is a cause of concern in the global tea business.	4:30	21:40
Wild Kingdom	Marine mammal activists lobby for the release of killer whales in captivity.	3:00	24:40
Did You Know?	One Philippine organization tries to help homeless children laugh their troubles away.	2:35	27:15
	CNN NEWSROOM CLOSE	:45	28:00

Mideast Peace Talks

1. According to the video, what issues regarding the Middle East peace process are of primary concern to Israel? to the Palestinians? Describe the progress that has been achieved in this latest round of talks. What commitment made when the Oslo Accords were signed has now been affirmed by both parties? Why is there still cause for suspicion between the two parties?
2. Group students. Have each group choose to research the current Middle East peace process from either the Israeli or the Palestinian perspective. Have groups share their findings. What are the priorities for each side? What does each side view as the biggest obstacle to peace in this region? After brief discussion, have each group write a newspaper editorial from its chosen perspective, in support or critical of the latest agreement.

LINKS:
http://www.netaxs.com/people/iris/terrchrt.htm
http://www.israel.org/peace/basicref.html
http://www.pitzer.edu/~ksloan/country/palestine.html
http://www.pna.net//

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Business Desk

Fashion's Whiz Kid

1. Who is Sandy Dalal? Why is he being touted as a "fashion whiz kid?" How would you describe his designs? How does Mr. Dalal feel about his newfound success? Explain how retailers are helping the Dalal line to bring in profits. What are analysts predicting for his future?
2. Mr. Dalal is an entrepreneur. Have students consult references to determine what an entrepreneur is, and share their findings. Then have students interview local entrepreneurs or profile famous ones to determine what it takes to be entrepreneur. Discuss student findings. Why do these individuals take on considerable financial risk? Why would many not work for anyone but themselves? Discuss the personal and professional characteristics common to most entrepreneurs. Poll students to see how many would consider owning their own businesses.
3. Refer back to the lead into this segment, where the types of business ownership are explained (sole proprietorship, partnership, corporation.) Then divide students into three groups. Have each group choose one form of business ownership and conduct research to learn more about it or interview someone involved in that kind of business. Have each student prepare an analysis of the chosen form of business ownership, including an explanation of that form and its advantages and disadvantages for the business owner.

LINKS:

http://cgi.pathfinder.com/time/magazine/archive/1996/dom/960617/time25/klein.html

http://www.profitsonline.com/profitsonline/Articles/ArticlesI-N/Kulzer2.html

http://www.entrepreneurmag.com/startups/start_smart4.hts

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Business Desk Extra: Interest Rates Lowered

1. Why did the Federal Reserve vote to lower short-term interest rates? What effect will this have on consumers? What effect did it have on the stock market? Are students surprised the effect was not a positive one? What action by the Fed might have resulted in a positive reaction from Wall Street?

2. What is "the Fed?" What is meant by the term "monetary policy?" Have students work in groups to research the role of the Federal Reserve in setting monetary policy. Share student findings. Do students think the Federal Reserve's power is appropriate? Discuss.

LINKS:
http://www.bog.frb.fed.us/
http://woodrow.mpls.frb.fed.us/info/sys/

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Special Series

Settling America, Part III: Williamsburg Trade

1. What are some of the crafts and trades that were carried on in 18th century Williamsburg? Why do you think the labor of this time was so specialized? What does it mean when it is said that the crafts of this time were very "labor intensive?" Why was child labor very important to the families of colonial times? What tasks did 18th century young people perform that you do at home? Which tasks are not performed by young people today?

2. What kinds of traders might residents of colonial Williamsburg have seen in the late 1700s? Have students consult the websites below and other resources to discover what they would experience as they purchased food, clothing and other items in colonial times. What was a millinery shop? What kinds of things could be purchased at the apothecary? Have each student go back in time and write a brief essay describing his/her day of shopping on Duke of Gloucester Street in the heart of Williamsburg in the 18th century.

3. Challenge students to work in small groups or individually to create a product totally by hand, much as this was done in 18th century Williamsburg. Students may wish to research and create paper, natural fabric dyes, grow vegetables, make baked goods from scratch, etc. In each case, have students chronicle the process and write complete instructions for their task. Hold a "Colonial Williamsburg Day" and have each group or student display his/ her crafts and explain how they were created.

LINKS:
http://www.history.org/
http://www.history.org/life/trades/tradehdr.htm
http://www.co.fairfax.va.us/library/homework/research/colcraft.htm

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Editor's Note

TODAY'S NEWS TERMS

- **security**
- **partnership**
- **terrorism**
- **corporation**
- **Gaza Strip**
- **automated**
- **sole proprietorship**
- **spinet**

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CNN NEWSROOM WORLDVIEW

Old World

Russia Woes

1. Why are rural Russians impatient with Moscow politics? What solutions do "everyday citizens" advocate? In what ways is life the same as before the financial crisis? In what ways is life different? How do families compensate for the lack of cash? Why do some support the return of communism? In your opinion, which economic system has been more successful in Russia? Cite reasons to support your answer.

2. What qualities enable the Russian citizens to survive hard times? What criticisms do they have of their government? What are the potential consequences of continued economic and political turmoil? Explain.

3. Ask students to write letters to Russia's leaders from the point of view of citizens such as those featured in the video segment. Follow up by having students exchange letters. Each student should research to compose a response outlining the current policies of the government concerning the economy and plans for possible reforms.

4. How is devaluation of the ruble affecting global tea prices? What markets have the most to lose in this situation? How might exporters compensate for the loss of Russian commerce? Why is the international tea market traditionally volatile? How might Russian importers continue to do business in spite of the weak ruble? What is the short term outlook for the world's tea industry? Predict long range implications for the tea trade.

5. Divide the class into groups and have them act as an international consortium of tea exporters. Challenge groups to devise short-term and long-term strategies to stabilize the tea market and decrease volatility. Ask students to consider the Russian economic crisis as well as the financial crunch facing Asia as a whole. Also remind them to consider the relative fiscal health and wealth of other tea-consuming markets such as Great Britain, Hong Kong, Canada, and the United States. Have groups present their plans to the class and allow students to evaluate each proposal.

LINKS:
http://www.valley.net/~transnat/index.html
http://pw1.netcom.com/~gfreidin/columns.htm
http://www.organizator.com/russia.html

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Wild Kingdom

Wild Kingdom

Worldwide Whale Captivity

1. Why are animal rights activists campaigning for the release of captive killer whales? Why are orca shows at aquariums so popular? How do officials at aquariums counter the charges of mistreatment and cruelty made by critics? Do you believe it is possible for captive animals to live "happy and productive lives?" Why or why not?

2. For what purpose does the United States military train marine mammals? Why are they effective at this sort of work? How does the behavior of trained dolphins differ from that of wild animals? Why do some researchers maintain that captive marine mammals may not fare well in open seas?

3. Encourage students to study the effects of captivity on killer whales. Have small groups research the following areas relating to the care of marine mammals: the nutritional needs of killer whales, optimal tank sizes, recommended activity levels, health and medical concerns, provisions for stimuli in the form of other animals, and opportunities for play and social interaction. Some say many whales grow and prosper with proper care. Opponents argue, however, that no matter how well captives are cared for, killer whales develop a drooping dorsal fin when in captivity for any length of time, and exhibit a pronounced "longing for freedom." Critics of release programs point out

that whales born in captivity may have a difficult time adapting to the wild. Have groups consider each of these issues and present their findings in class. Based on this data, launch a debate concerning the ethics of captivity and feasibility of release programs for killer whales.

LINKS:
http://members.aol.com/OrcaQuest/index.html
http://www.shore.net/shore/whale/links.html
http://tqjunior.advanced.org/3926/index.htm
http://whales.magna.com.au/DISCOVER/ORCA/orca1.html

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Did You Know?

Philippine Clowns

1. Why has the problem of street children become so widespread in the Philippines? What is a non-governmental organization, or NGO? What role do NGOs play in addressing social problems, such as homelessness? How does the participation clown program benefit street children? Are there possible drawbacks to the concept? If so, describe them.

2. What challenges do relief agencies face in helping Manila's street children. What other social issues are interrelated with the problem of child homelessness? What skills might clown participants learn to help them build better futures?

3. Challenge students to research NGO programs aimed at helping impoverished children around the globe. Ask them to concentrate on the most original, such as the clown program. After students report their findings, invite the class to select one project as the topic of a print or video public service announcement soliciting financial and volunteer support.

LINKS:
http://www.dcsl.u-net.com/plight.html
http://www.casa-alianza.org/children/artchild/artchil2.htm

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Editor's Note

TODAY'S NEWS TERMS

ruble	**devaluation**	**heartland**	**cetaceans**
captivity	**orca**	**NGO**	**global market**

External websites are not endorsed by Turner Learning.